





of writing. While students are expected to work on individual research topics from the very beginning of the course, the last third of the academic term is set aside for the development and presentation of projects.

### **AMCULT 325**

### **Pacific Literary and Cultural Studies**

Section 001

Credits: 3  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ENGLISH 388 - Pacif Lit&Cult Stds, Section 001  
Primary Instructor: Najita,Susan Y

From sunlit beaches, swaying palm trees, and happy tourists to tropical rainforest and menacing natives, the islands of the Pacific have been relentlessly depicted. Perhaps more than any other region of the globe, the Pacific has been “experienced” beforehand through the image-making of Hollywood, television, and advertisement. The success of films such as *Whale Rider*, *The Piano*, *Lord of the Rings*, and *Once Were Warriors* builds upon the early images of the region in films such as *Blue Hawaii*, *Mutiny on the Bounty*, and the musical *South Pacific*. This course puts such texts into dialogue with the extensive body of historical and literary representations. This is an interdisciplinary course for students who want to develop their abilities in critical and creative reading, thinking, and analysis. What connections and contradictions emerge when we read popular culture in relation to fictional representations by authors such as Hermann Melville and James Michener, and indigenous authors such as Patricia Grace, Albert Wendt, and Keri Hulme? What other histories and experiences are obscured or misrepresented in these popular representations, including the emergence of indigenous self-determination movements, nuclear testing and U.S. military supremacy, and the multi-ethnic societies which emerged as a result of colonization? We will read texts from a range of perspectives: EuroAmerican authors (Cook, Melville, and Michener), indigenous Pacific islanders (Hulme, Wendt, Grace, Ihimaera, and Hau’ofa), as well as non-natives (Murayama).

Course Requirements: Requirements include attendance at lectures and discussion section, quizzes, 7-8 page paper, final exam, and presentation.

### **AMCULT 353 Asians in American Film and Television**

Section 001

Credits: 4  
Repeatability: May not be repeated for credit.  
Primary Instructor: Kurashige,Scott T

- How have the movies and TV shaped American conceptions of Asians?
- How were stereotypes of Asians as “coolies,” “savages,” “yellow peril,” “dragon ladies,” “gooks,” and “model minorities” created?
- What impact have these stereotypes had upon American wars, race relations, immigration policy, hate crimes, and Japanese American internment?
- Have features by Asian Hollywood stars like Bruce Lee and Margaret Cho served to breakdown stereotypes?
- How have independent filmmakers and media activists generated new and more complex conceptions of Asian American identity and culture?

These are some of the many questions we will explore in this course. Our investigation will survey the powerful impact that racialized images of Asians have had upon American history. Students will develop analytical tools to dissect and critique media representations of both Asia and Asian Americans.

### **AMCULT 601**

*Section 001*

### **Topics in American Studies**

*Blues, People, Ethnicity, and Americanness: Race and Culture in the US from the Age of Imperialism to the Age of Jay-Z*

Credits:	3
Advisory Prerequisites:	Graduate standing.
Repeatability:	May be repeated for credit.
Meet Together Classes:	HISTORY 698 - Topics in History, Section 004
Primary Instructor:	Berrey, Stephen

The twentieth century was marked by major cultural transformations and events, including the rise of a consumer culture, the emergence of Hollywood and television, and the birth of rock 'n roll, and hip hop. These developments were necessarily intertwined with ideas about race and nation and the meanings of American culture. This seminar explores the issues around race and cultural performance in the twentieth century U.S. We will consider the approaches, theories, and methods scholars have applied to the study of race, culture, and performance. Delving into music, television, film and various manifestations of popular culture we will examine issues of identity, appropriation, representation, immigration, and Americanness. Along the way, we will also pay particular attention to the experiences of African Americans, Latinos, and Asian Americans.

## **Anthropology, Cultural**

### **ANTHRCUL 302**

Section 001

### **Sex and Gender in Japan**

Credits:	3
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTART 302 - Sex&Gender in Japan, Section 001 WOMENSTD 302 - Sex&Gender in Japan, Section 001
Primary Instructor:	Robertson, Jennifer E

This multi-media course explores the relationship among sex, gender, and sexuality in Japanese culture and society past and present. Our exploration covers such subjects and topics as mythology and religion, social hierarchies and demographic changes, sex education, marriage and divorce, parenting, workers and professions, LGBT activism, comic books and anime, robots and cyborgs, and media advertising, among others.

**Course Requirements:** In addition to completing the readings and assignments for each class and section meeting, students will take two essay-style exams (a study guide will be distributed a week before each exam). There may be a couple of short in-class writing projects. Attendance is mandatory; roll will be taken in and all absences must be approved. Note: Barring approved exceptions, this is a laptop-free class. The brain-hand connection is important for intellectual development, and facilitates both note-taking and writing skills. Cell phones must be completely off or in "airplane mode."

Course grades are based on attendance, class participation, exam results, and the quality of the short papers. Note that I do not use percentages for each of the above variables in averaging your final grade as this not only is logistically impractical but may also be (wrongly) perceived as a way to "game the system." I am



- the making of the Third World economies with the overseas expansion of Europe, creation of the world market and the international economic order; the nature of economic anthropology — its scope, basic concepts, methods and objectives — and how it relates to indigenous economies, conventional and development economics;
- anthropological (social science) perspectives on ‘development’, ‘underdevelopment’, ‘sustainable development’, ‘globalization’ and ‘climate change’; and
- CASE STUDIES of problems or current issues of Third World development and underdevelopment: e.g., the UN Millenium Development Goals; gender equality; HIV/AIDS, international migration, micro-finance, NGO’s and poverty alleviation; human rights and democracy.

The course is recommended for anthropology and non-anthropology concentrators — that is all students with serious interest in comparative cultures and social change.

Lecture/discussion format. Films/videos shown when available. Final grades based on three take-home papers and contributions to class discussion. Basic texts: Lucy Mair, "Anthropology and Development" and "UNDP Human Development Report 2003".

**ANTHRCUL 458**

*Section 004*

**Topics in Sociocultural and Linguistic Anthropology**

*Anthropology of Death and Dying*

Credits:	3
Advisory Prerequisites:	Junior and above.
Repeatability:	May be repeated for a maximum of 6 credit(s). May be elected more than once in the same term.
Primary Instructor:	Mueggler,Erik A

This course will explore how different cultures imagine death and the afterlife, drawing on insights from the anthropology of religion, health, and political anthropology. Based on readings that range from classical ethnographies of death and dying in India, Tibet, Mongolia, China, Southeast Asia, Africa, South America, and Japan to contemporary debates surrounding death in North America and Europe, we will discuss cultural theories on what constitutes the moment of death and what happens after. The topics covered include conceptualizations of the body and mind, ideas of the spirit world, shamanism, witchcraft, mortuary rituals, royal and communist corpses, relic veneration, organ donation, end-of-life care, concepts of biopolitics and bare life, cryonics, and political lives of dead bodies.

**ANTHRCUL 502**

*Section 001*

**Humanistic Studies of Historical and Contemporary China**

Credits:	3
Consent:	With permission of instructor.
Advisory Prerequisites:	Permission of instructor.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ASIAN 502 - China Humanistic St, Section 001 CCS 502 - China Humanistic St, Section 001 HISTART 504 - China Humanistic St, Section 001 HISTORY 548 - China Humanistic St, Section 001 POLSCI 502 - China Humanistic St, Section 001
Primary Instructor:	Rolston,David Lee

This course will examine the present state of research in selected areas of scholarly inquiry in Chinese studies – language, literature, history, religion material culture, and art history – as we interrogate such seemingly commonsense notions as "civilization," "culture," "tradition," "modernity," and above all, "Chineseness." Our goals are to develop good reading skills, stimulate critical thinking, and inspire imaginative approaches to humanistic problems.

## **ANTHRCUL 628**

### **Bio-Art International: Biotechnology, Genetics, and Contemporary Art**

Section 001

Credits:	3
Repeatability:	May not be repeated for credit.
Meet Together Classes:	HISTART 680 - Bio-Art, Section 001
Primary Instructor:	Robertson, Jennifer E

Bio-Art is the rubric for art forms produced from using biotechnology and/or genetics to create, manipulate and/or transform living things. Over the past two decades, biology has emerged as one of the newest, and most controversial, art media, although there is a centuries-long history of artists engaging the life sciences. Artists around the world have turned their studios into laboratories, and vice versa, to deliberately create living things—including DNA portraits, transgenic collages, hybrids, clones and mutations—as works of art. They have had to learn biological research skills as well as collaborate with scientists in order to do so. These new art forms cross and confuse the boundaries between “the artificial” and “the natural,” provoking new and different understandings of “nature” and “art” alike. The ethical questions provoked by Bio-Art have also complicated the relationship between aesthetics and ethics, art and law. This seminar situates Bio-Art in the contexts of the history of art and science, laboratory practice, and media theory, and explores the artistic, scientific, and international socio-cultural environments past and present that have made Bio-Art conceptually and technologically possible. We will look closely at the art and writings of a number of Bio-Artists from around the world who are shaping the field today.

## **Asian Studies**

### **ASIAN 205**

#### **Modern East Asia**

Section 001

Credits:	4
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 205 - Modern East Asia, Section 001
Primary Instructor:	Cassel, Par Kristoffer

This course is an introduction to modern China, Korea, and Japan from 1600 to the present, with emphasis on the nineteenth and twentieth centuries. It covers the following topics: China's progressive decline and rejuvenation, the impact of imperialism, the rise and development of the PRC; the struggles of Korea, its colonization by Japan; liberation and division into the two Koreas, and the rising economic status of the South; and the end of feudalism in Japan, the building of a modern state and economy, Japanese imperialism, postwar recovery, and the rise to super-power status. Taking a broad comparative perspective on East Asia, the course explores the inter-relationships between political economy, society, and culture in each country within an emerging modern world system. This is a continuation of HISTORY 204; however that course is not a prerequisite and no previous background on the subject is required. Two lectures and one discussion section each week. There will be a midterm and final exam.

**ASIAN 207**  
Section 001

**Southeast Asian Civilization**

Credits: 4  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: HISTORY 207 - Southeast Asian Civ, Section 001  
Primary Instructor: Lieberman, Victor B

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

**ASIAN 220**  
Section 001

**Introduction to the Study of Asian Religions**

Credits: 4  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: RELIGION 202 - Intr Asian Religions, Section 001  
Primary Instructor: Bhatia, Varuni

This course will introduce students to some of the major religious traditions of Asia that have existed from ancient times to the present. We shall consider representative material drawn especially from Hinduism, Buddhism, Islam, Sikhism, Taoism and Confucianism, Shinto, and various other religions. Readings will consist largely of primary materials translated into English. The main focus of the course will be to highlight the central ideas and to ask how these ideas contribute to their respective world-view and ethical outlook of these religious traditions. While also emphasizing major themes such as ritual, death, worship, violence, and the role of religion in modernity, the course will try to highlight the ways in which Asian ideas simultaneously adapt to and yet resist the currents of colonialism, globalization, and capitalism. ASIAN 220 will give you the tools to think critically about the diversity of religious traditions, ideas and practices that exist in Asia, and to consider the difficulties attendant to upon the study of religion in general and Asian religions in particular.

Course Requirements: Course requirements include completion of reading assignments and active participation in lectures and discussion (10%), two quizzes (30% each) and one final essay (7-10 pages). No extensions will be given and no late work will be accepted.

Intended Audience: There are no prerequisites for the course.

Class Format: There are three hours of lectures and one discussion per week.

**ASIAN 231**  
Section 001

**Introduction to Tibetan Buddhism**

Credits: 4  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: RELIGION 231 - Intro Tibet Buddhism, Section 001



Primary Instructor: Lopez Jr,Donald S

Over the course of the past century, Tibetan Buddhism has gone from being the most maligned form of Buddhism to the most exalted. This course will survey the development of Buddhism in Tibet from its origins to the present day, focusing on its doctrines and practices; readings will include meditation manuals, pilgrimage guides, and prayers. The course will conclude with an assessment of the current state of Tibetan Buddhism and the Dalai Lama's efforts to preserve it. Readings will consist entirely of primary texts in translation.

During Winter 2013, there will be a special exhibition of Tibetan Buddhist Art at the University of Michigan Art Museum. Students in the class will receive special tours of the exhibition. In addition, after the conclusion of the course, a small group of students from the class will have the opportunity to travel to India to visit the Tibetan Buddhist refugee community.

Course Requirements:

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

### **ASIAN 234**

Section 001

### **Buddhism and Death**

Credits:

3

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

RELIGION 234 - Buddhism and Death, Section 001

Primary Instructor:

Brose,Benjamin

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

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

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

**ASIAN 241****The Chinese Renaissance: Cultural Transformations in Eleventh-Century China**

Section 001

Credits: 3  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: HISTORY 251 - Chinese Renaissance, Section 001  
Primary Instructor: de Pee, Christian

This course offers an introduction to the profound cultural transformations that occurred in China during the eleventh century, a period when China had the largest cities in the world, with bustling night markets, antique shops, restaurants, and theaters. The simultaneous, interrelated developments in economy, technology, philosophy, religion, literature, and painting during this period bear a close resemblance to those of the Italian Renaissance, yet the achievements of the Song dynasty (960-1279) are much less well known than those of Florence, Venice, and Rome. The course provides an overview both of the history of this period and of the study of this period by European and American historians, thereby affording an introduction to the history of the Song dynasty as well as a modest introduction to the study of history as a discipline.

The course requires purchase of a writing guide (less than \$10). All other readings will be posted on CTools.

Course Requirements: The final grade will be based on class participation, a short analysis paper, a book review, and a final examination.

Intended Audience: Prior familiarity with Chinese history is not required.

**ASIAN 248****Jesus Comes to Asia: Conversion and its Consequences in Asia**

Section 001

Credits: 3  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: HISTORY 248 - Jesus Comes to Asia, Section 001  
RELIGION 248 - Jesus Comes to Asia, Section 001  
Primary Instructor: de la Cruz, Deirdre Leong

This course provides a broad introduction to the study of Christian conversion and its legacy in the regions now known as South, East, and Southeast Asia. Our focus will be largely limited to the historical period during which Christian conversion was contemporaneous with other forms of global expansion such as colonialism. Drawing from a range of primary and secondary source materials we will try to understand who Christian missionaries were and the many motivations that drove them, the diversity of methods used to convert native populations, and, of tantamount importance, the ways in which local populations resisted and transformed Christianity to suit or blend with their own social and political structures, spiritual beliefs and practices, and notions of temporal and divine power.

Throughout the academic term we will engage these central themes through the lens of religious conversion. Questions considered include: What role did religious conversion play in constructing racial and ethnic categories? To what extent was race and religious difference conflated by missionaries and those whom they attempted to convert? How did pre-existing structures of racial and ethnic diversity affect the receptivity of different Asian communities to Christianity? How did race and ethnicity intersect with other forms of discrimination such as that based on class?





specifically global contexts. The course will examine the origins and progression of Korea's twentieth-century development, and explore modern Korea's changing relationship to the world.

Course Requirements: Grading will be based on attendance, participation, quizzes, writing assignments, and final examination.

**ASIAN 280**

*Section 001*

**Topics in Asian Studies**

*Gender, Sexuality, and Power in Premodern China*

Credits: 3  
Repeatability: May be elected twice for credit.  
Primary Instructor: Kile, Sarah E

This course explores gender and sexuality in China before the 20th century. Are “women” and “men” useful categories of analysis for premodern China, or did people think of themselves in other terms? What role did body, duty, virtue, and desire play in relationships among people?

In this course, you will learn how gender functioned in Buddhist, Daoist, Confucian thought and practice, and how those changed over time. We will also consider how the body and sex difference were conceived of in traditional medical texts. During the second part of the class, we will investigate the relationship between writing and gender, asking how people represented themselves and others as gendered people with sexed bodies in writing in various genres (including letters, poetry, plays, novels, and short stories). We will also examine representations in other media such as painting, decorative objects, book illustrations, and theater. We will conclude with a brief look at attacks on the traditional sex-gender system as manifested in the anti-footbinding movement at the turn of the twentieth century.

This course is a conversation-based seminar that will be supplemented with frequent interactive lectures to introduce historical background and context for the primary materials we engage. The course is interdisciplinary and is intended for undergraduates with a broad range of interests, including gender and sexuality studies, literature, history, art history, and Asian studies. All readings are in English, and there are no prerequisites.

Course Requirements:

- Contribution to discussions 20%
- Informal writing exercises 20%
- Two formal essays 40%
- Final project with in-class presentation 20%

**ASIAN 280**

*Section 002*

**Topics in Asian Studies**

*"Cool Japan:" Youth and Culture in Contemporary Japan*

Credits: 3  
Repeatability: May be elected twice for credit.  
Primary Instructor: Bowen-Struyk, Heather Lynn

“Cool Japan: Youth and Culture in Contemporary Japan” examines multi-media cultural production by, about and for youth in recessionary Japan (1991-now). On the one hand, those 40 and under who graduated into a recessionary economy are being blamed in Japan for failing to “grow up” and get married, work a real job (increasingly unavailable) and assume heavy social responsibilities; on the other hand, Japanese “youth

culture” (including anime, manga, J-pop, video games, etc.) is celebrated globally and nationally. In 2004, a bill was passed in Japan to further subsidize the already profitable popular culture industry—called in Japan “cool Japan”—both because of its impact on the economy and its effectiveness as global soft power.

In this course, we will look at youth culture including mainstream anime, manga and J-pop, but also alternative counter culture including do-it-yourself protest music, demonstrations and freeter (free laborer) organizations as we consider culture by, about and for youth in Japan (and the world).

**ASIAN 296**

*Section 610*

**Study Abroad in Asia**

*Study Abroad in Seoul*

Credits: 1 - 3  
Consent: With permission of instructor.  
Repeatability: May be elected twice for credit.  
Primary Instructor: Ahn, Juhn Young

This course is required for any student participating in a study abroad program associated with a Department of Asian Languages and Cultures course. Students will attend meetings with the instructor leading the trip to discuss travel requirements, safety, cultural norms, and some basic language instruction when necessary. It is the goal of this course to prepare students for travel abroad and to increase their understanding of Asian cultures through experiential learning.

Course Requirements: Students must attend all on-campus sessions which will be scheduled during the last seven weeks of the semester when a trip will take place. Assignments will vary depending on the length and location of the trip. Assignments may include travel journals, 3-5 page papers, presentations, or creative projects. Students will be expected to participate/attend all required activities scheduled for the off-campus portion of the course which will last 1-3 weeks depending on the program.

Intended Audience: Undergraduate students interested in shorter travel abroad experiences in Asia.

Class Format: Weekly meetings lasting 1-3 hours (depending on credit hours and length of associated trip).

**ASIAN 296**

*Section 620*

**Study Abroad in Asia**

*Study Abroad in Dharamsala*

Credits: 1 - 3  
Consent: With permission of instructor.  
Repeatability: May be elected twice for credit.  
Primary Instructor: Tsering, Sonam

This course is required for any student participating in a study abroad program associated with a Department of Asian Languages and Cultures course. Students will attend meetings with the instructor leading the trip to discuss travel requirements, safety, cultural norms, and some basic language instruction when necessary. It is the goal of this course to prepare students for travel abroad and to increase their understanding of Asian cultures through experiential learning.

Course Requirements: Students must attend all on-campus sessions which will be scheduled during the last seven weeks of the semester when a trip will take place. Assignments will vary depending on the length and location of the trip. Assignments may include travel journals, 3-5 page papers, presentations, or creative







4. and the development of acupuncture in modern and contemporary China.

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

All are welcome; no prior knowledge of Chinese medicine, Chinese language, or Chinese history required.

Two 10-minute presentations on the reading assignments, preferably in PowerPoint (30%). Two 6-8-page papers (each 30%). Active participation (10%).

**ASIAN 374**

Section 001

**Korean War in Fiction and Film**

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

The Korean War was one of the most destructive conflicts of the entire modern era, but it remains a subject of much mystification and misinformation more than half a century after the ceasefire. Moving beyond the familiar frameworks of Cold War rivalry and national division, the course will explore works of fiction and film about the war produced by Koreans, resident Koreans in Japan, and Asian Americans, as well as veterans of the war from China and the U.S. Students will gain an understanding of the far-reaching impact of the war not only on the two Koreas, but in the larger arena encompassing the globe from the U.S. to South Africa. In addition to developing a nuanced understanding of the forces that culminated in the war and were unleashed by it in turn, students will discuss theoretical topics including the relationship between violence and writing, war and racism, memory and mourning, official and unofficial narratives, gender and trauma, and truth and reconciliation. The larger aim of the course is to trace historical and aesthetic connections that situate the Korean War within space and time that extend beyond the boundaries of the nation and the immediate war years.

Course Requirements: Grading will be based on attendance, participation, in-class presentations, weekly posts, and midterm and final papers.

**ASIAN 376**

Section 001

**Controversies in Contemporary Korea**

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Ahn, Juhn Young

This course examines four contemporary controversies in Korea (South and North) in order to provide a broad understanding of the very recent history of the birthplace of the “Korean Wave” and the “Miracle of the Han River”: (1) comfort women, Japanese history textbook controversy, and Dokdo; (2) globalization, economic growth, and the Korean Wave (Hallyu); (3) North Korea and the Axis of Evil; (4) education fever in South Korea.

Course Requirements: Requirements for this course include 10 short response papers, participation in discussion, and a final paper.

**ASIAN 381**

Section 001

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

Credits:	3
Enforced Prerequisites:	At least one course in Asian Studies (ASIAN) with a minimum grade of C-.
Advisory Prerequisites:	Junior or senior standing and concentration in Asian Studies.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Bhatia,Varuni

Readings, discussion, analysis, and short papers on major themes in the field.

**ASIAN 395**

Section 001

**Honors Thesis**

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

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

**ASIAN 451**

Section 001

**Japan's Modern Transformations**

Credits:	3
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 451 - Japans Mod Transform, Section 001
Primary Instructor:	Pincus,Leslie B

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

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

**ASIAN 480**  
Section 001

**Topics in Asian Studies**  
*Secular Enchantments: Technology and Modernity in the Asia-Pacific*

Credits: 3  
Repeatability: May be elected four times for credit. May be elected more than once in the same term.  
Meet Together Classes: HISTORY 472 - Asian History Topics, Section 003  
Primary Instructor: de la Cruz, Deirdre Leong

This course will examine the effects of the introduction and invention of certain technologies in the Asia-Pacific region, from the early nineteenth to late twentieth centuries. We will learn about how technologies such as electricity, the gramophone, photography, and cartography were created within or adapted to a particular Asian locale, and examine the pre-existing modes of mediation and representation that facilitated—and often uncannily anticipated—these technologies' invention or arrival. We will also critically examine the ways in which these technologies reshaped forms of social life and political authority, transformed perceptions of space, time, and presence, and in many cases, precipitated the emergence of ideas about cultural “tradition” and “authenticity” as that which would disappear with the spread of modern media and machines.

**ASIAN 499**  
Section 001

**Independent Study-Directed Readings**

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

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

**ASIAN 502**  
Section 001

**Humanistic Studies of Historical and Contemporary China**

Credits: 3  
Consent: With permission of instructor.  
Advisory Prerequisites: Permission of instructor.  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ANTHRCUL 502 - China Humanistic St, Section 001  
CCS 502 - China Humanistic St, Section 001  
HISTART 504 - China Humanistic St, Section 001  
HISTORY 548 - China Humanistic St, Section 001  
POLSCI 502 - China Humanistic St, Section 001  
Primary Instructor: Rolston, David Lee

This course will examine the present state of research in selected areas of scholarly inquiry in Chinese studies – language, literature, history, religion material culture, and art history – as we interrogate such seemingly commonsense notions as “civilization,” “culture,” “tradition,” “modernity,” and above all, “Chineseness.” Our goals are to develop good reading skills, stimulate critical thinking, and inspire imaginative approaches to humanistic problems.

**ASIAN 528**  
*Section 001*

**Comparative Topics in Buddhism**  
*Chan Buddhism: Texts and Contexts*

Credits: 3  
Advisory Prerequisites: Graduate standing and permission of instructor.  
Repeatability: May be elected three times for credit.  
Primary Instructor: Brose, Benjamin

This graduate seminar will survey recent scholarship on the Chan (Jp. Zen) tradition in China. In addition to modern scholarly monographs, we will also be reading some key Chan texts in translation.

Course Requirements: Grades will be based on presentations/facilitations and a final research paper. Some background in Chinese religions and/or Buddhist traditions is expected. Undergraduates interested in joining the seminar must first obtain the approval of the instructor.

**ASIAN 699**  
*Section 001*

**Directed Readings**

Credits: 1 - 6  
Consent: With permission of instructor.  
Repeatability: May be repeated for a maximum of 15 credit(s). May be elected more than once in the same term.

Designed for individual students who have an interest in a specific topic (usually that has stemmed from a previous course). An individual instructor must agree to direct such a reading, and the requirements are specified when approval is granted.

## Asian Languages

**ASIANLAN 102**  
*Section 001*

**First Year Chinese II**

Credits: 5  
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 103.  
Enforced Prerequisites: ASIANLAN 101.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Grande, Laura A S

ASIANLAN 102 is a continuation course of ASIANLAN 101. In this course, the four skills of listening, speaking, reading and writing are emphasized. About 320 characters will be introduced in this course. It is our goal that at the end of the term students should be able to carry on simple conversations with each other. Daily attendance is required.

Textbooks: Integrated Chinese (Level One, Part II); Textbook, Workbook, Character Workbook (all in Simplified Character Edition)

Intended Audience: No auditing/visitors allowed. This is not the right course for students who already speak Chinese (Mandarin). These students should try ASIANLAN 204, Reading and Writing Chinese II, or

ASIANLAN 104, Reading and Writing Chinese I, offered in the Fall term.

**Class Format:** The class meets five hours a week: two hours of lecture and three hours of recitation. In the lectures, Chinese characters and grammar will be introduced; in the recitation classes, patterns and conversational skills will be developed.

**ASIANLAN 126**                      **First Year Japanese II**  
Section 001

**Credits:** 5  
**Credit Exclusions:** No credit granted to those who have completed or are enrolled in ASIANLAN 127 or 129 or RCLANG 196.  
**Enforced Prerequisites:** ASIANLAN 124 or 125.  
**Repeatability:** May not be repeated for credit.  
**Primary Instructor:** Endo, Kenji

In this course, students continue to develop the basic language skills (speaking, listening, reading and writing) while becoming familiar with the aspects of Japanese culture which directly contribute to language competence.

**Required materials:**

- GENKI I: An Integrated Course In Elementary Japanese, Second Edition
- GENKI I WORKBOOK, Second Edition

**Course Requirements:** The end-of-year project is an individual, pair or group presentation in Japanese for a wider audience. The best performances of the course will be voted on by fellow students and are awarded a prize.

**Class Format:** Drill sessions are conducted in Japanese and emphasize the ability to produce and comprehend Japanese at a natural speed. Analyses and explanations delivered in English and Japanese are reserved for the lecture sessions.

**ASIANLAN 128**                      **Mastering the Basics of Kanji: Learning Strategies and Orthography**  
Section 001

**Credits:** 1  
**Enforced Prerequisites:** ASIANLAN 126, 127, or 129/RCLANG 196 with a minimum grade of C-.  
**Repeatability:** May not be repeated for credit.  
**Primary Instructor:** Tsuda, Satoko Petty

This course is designed for students who are interested in learning kanji (Chinese characters) effectively, improving their existing kanji skills, and mastering proper Japanese handwriting. The course presents two main strategies pursuant to the study of kanji: learning methodologies and Japanese calligraphy. These effective learning techniques help to facilitate the acquisition of kanji proficiency and, thus, supplement learning in regular Japanese courses.

This course focuses in the following five aspects of kanji learning:

- understanding basic structures and components of kanji;
- mastering proper balance and stroke order to write kanji;

- developing the ability to pay close attention to details of kanji including “stop,” “(hook),” and “release;”
- developing the ability to recognize pronunciations and meanings of kanji based on their radicals (the ideographic and phonetic building blocks of kanji); and
- developing students’ own strategies to memorize familiar and unfamiliar kanji efficiently and effectively.

Intended Audience: Any students currently taking or who have taken Japanese can register for this course. The course, however, is designed for students who have experienced difficulties learning kanji. It’s meant to be a supplement for students who are facing difficulties with their regular Japanese courses due to struggles with kanji.

**ASIANLAN 136**                      **First Year Korean II**  
Section 001

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

ASIANLAN 136 (First-year Korean II) is a continuation of ASIANLAN 135 (first-year, first-semester Korean). The aim of this course is to provide a solid basis in speaking, listening, reading and writing Korean by building on materials covered in ASIANLAN 135. Cultural material (both deep and surface) will be integrated with language practice activities, and students will learn how to use different speech styles (polite formal and informal, and intimate) in appropriate contexts. In addition to being able to talk about oneself in the past, present, and future tenses, and handle most basic social situations, students will be able to talk (and write) about a variety of topics including weather, food, personality and mood, and clothing, etc. Prerequisite: ASIANLAN 135 or its equivalent language proficiency from the most recent Korean Placement Test.

**ASIANLAN 166**                      **First Year Tibetan II**  
Section 001

Credits: 4  
 Enforced Prerequisites: ASIANLAN 165.  
 Other Course Info: Graduate students should elect BUDDHST 502.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Tsering,Sonam

ASIANLAN 166 is the second term of colloquial Tibetan, standard dialect. Using "Manual of Standard Tibetan", students improve their ability to speak the standard (Central) Tibetan dialect, and to read and write Tibetan. Students are introduced to the use of nominalization and more complex sentence structure. The course is designed to meet the needs of those interested in speaking modern colloquial Tibetan, and to provide a basis for textual studies in classical Tibetan.

**ASIANLAN 202**

Section 001

**Second Year Chinese II**

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 203.
Enforced Prerequisites:	ASIANLAN 201.
Lang Req:	This course is part of the Language Requirement sequence.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Gu,Karen

This course is a continuation of work begun in ASIANLAN 201. Students electing the course should have command of the material presented in the first 8 lessons of "Integrated Chinese" (Level Two). Lessons 9-17 from that text constitute the focus of the Winter course. The primary goals are (a) continued improvement of aural understanding and speaking competence and (b) achievement of a basic level of reading and writing competence. These goals are approached through lectures, classroom exercises/discussion, oral presentations, writing exercises and regular quizzes/tests, collectively covering all four proficiency areas (listening, speaking, reading, writing). Students who are native or near-native Mandarin Chinese speakers are not eligible for this course; they should enroll in ASIANLAN 204, Reading and Writing Chinese II.

**ASIANLAN 204**

Section 001

**Second Year Chinese for Mandarin Speakers**

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

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

**ASIANLAN 205**

Section 001

**Mandarin Pronunciation**

Credits:	2
Advisory Prerequisites:	ASIANLAN 101.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Li-Stevenson,Jinyi

This course, designed as a supplement to core Chinese courses and offered both Fall and Winter terms, gives students at varying proficiency levels the opportunity to fine-tune their production of standard Chinese consonants, vowels, and tones. By learning principles of Mandarin syllable structure and articulation, students will learn how to recognize and correct their own pronunciation/tone errors. Rigorous in-class drills and regular mini-quizzes, as well as several oral assignments (recordings submitted on-line), will build students' competence from word- to phrase- to discourse-level accuracy. A semester-initial assessment will identify each student's needs (so that the course can be customized accordingly) while a semester-final evaluation will assess each student's progress. Knowledge of Pinyin Romanization is presumed.

Note: This is strictly a pronunciation course; students aiming to improve their overall proficiency should consider core courses or, to strengthen conversational fluency, ASIANLAN 305 and ASIANLAN 306. Native speakers of Cantonese with advanced literacy should opt for ASIANLAN 307 (which targets pronunciation problems unique to Cantonese speakers and presumes no knowledge of Pinyin) or ASIANLAN 308 (which focuses on Mandarin conversational fluency).

### **ASIANLAN 226**

Section 001

### **Second Year Japanese II**

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 227 or 229 or RCLANG 296.
Enforced Prerequisites:	ASIANLAN 225.
Lang Req:	This course is part of the Language Requirement sequence.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Sakakibara, Yoshimi

This course provides further training in the core language skills (speaking, listening, reading and writing) for students who have acquired basic language proficiency. The course aims to make an efficient transition from the elementary level to the intermediate level. For this purpose, deeper nuances of Japanese culture will be introduced, as well as discussions will be conducted on the social and cultural use of language.

Required materials:

- GENKI: An Integrated Course In Elementary Japanese, Vol. 2
- GENKI: An Integrated Course In Elementary Japanese WORKBOOK, Vol. 2
- Tobira: Gateway to Advanced Japanese; Learning Through Content and Multimedia
- Kitaeyo kanjiryoku: Power Up Your Kanji

Course Requirements: The end-of-year project is a Japanese skit contest. The best performances of the course will be voted on by fellow students and awarded a prize in the form of a small gift.

Class Format: Lectures are given primarily in Japanese. Drill sessions are conducted only in Japanese and emphasize mastery of somewhat more complex structures than in the first year.

### **ASIANLAN 229**

Section 001

### **Intensive Japanese II**

Credits:	10
Consent:	With permission of instructor.
Advisory Prerequisites:	ASIANLAN 129 or RCLANG 196.



Lang Req: This course is part of the Language Requirement sequence.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Sato, Tetsuya

This course is designed for you to learn Novice-High/Intermediate-Low-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-term amount of materials in one. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language as much as possible while minimizing the use of English. Through extensive communication practice in classroom activities, we will work on developing all four skills (listening, speaking, reading, and writing, using hiragana, katakana and approximately 350 kanji) along with cultural understanding. Most course-related activities are collaborative in nature. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (Prerequisites: successful completion of RCLANG 196/ASIANLAN 129: Intensive Japanese I or its equivalent. In order to undertake ASIANLAN 325: Third Year Japanese, you must pass the Placement Test at the Department of Asian Languages and Cultures).

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

Intended Audience: All undergraduate students interested in the study of Japanese Language

Class Format: 5 hours of lecture and 5 hours of recitation per week.

**ASIANLAN 236**  
Section 001

**Second Year Korean II**

Credits: 5  
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 237.  
Enforced Prerequisites: ASIANLAN 235.  
Lang Req: This course is part of the Language Requirement sequence.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Kim, Woojoo

ASIANLAN 236 (Second-year Korean II) is a continuation of ASIANLAN 235. In this class, students will consolidate knowledge of basic grammar and extend the range of grammar and vocabulary acquired in first year Korean and ASIANLAN 235. Speaking, listening, reading, and writing are equally emphasized in this course in order to develop well-balanced functional proficiency in Korean. Through various in-class and out of class activities and assignments, students will have ample opportunities to develop communication skills in writing and speaking that are grammatically accurate and pragmatically appropriate. Various authentic materials such as movies, literature, cartoon, etc., are integrated in this course to expose students to different aspects of Korean culture.

Prerequisite: ASIANLAN 235 or its equivalent language proficiency from the most recent Korean Placement Test.

**ASIANLAN 238**

Section 001

**Reading and Writing Korean II**

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 235, 236, or 237.
Advisory Prerequisites:	ASIANLAN 138.
Lang Req:	This course is part of the Language Requirement sequence.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Jung,Hunjin

ASIANLAN 238 (Reading and Writing Korean II) is a continuation of ASIANLAN 138. This course is designed for heritage students who can command daily-based Korean but whose language is relatively inaccurate or sometimes inappropriate depending on contexts and contents. Within one semester, this course covers language and culture topics which are equivalent to the curricula of the second-year Korean courses (ASIANLAN 235 and 236). Through various course materials and activities, students will have opportunities to develop communication skills in speaking and writing that are grammatically accurate and pragmatically appropriate by noticing any gaps between their heritage language and the standard Modern Korean. Various authentic materials such as movies, TV shows, video clips, cartoons, and songs will be integrated in this course to help students expand their prior knowledge on Korea and Korean culture.

**ASIANLAN 266**

Section 001

**Second Year Tibetan II**

Credits:	4
Enforced Prerequisites:	ASIANLAN 265.
Lang Req:	This course is part of the Language Requirement sequence.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Tsering,Sonam

This is a continuation of ASIANLAN 265. It is expected that students will complete the study of Manual of Standard Tibetan by the beginning of this semester. Students will memorize parts of a Tibetan grammar text (Legs bshad ljon dbang) to facilitate reading, read a modern Tibetan story (Don grub rgyal's Tulku) to become more familiar with the complexities of spoken Tibetan in the modern context, and decide on one other short text for study and discussion. Students will be expected to attain an intermediate proficiency in speaking, reading, and writing the Tibetan language for successful completion of this course.

**ASIANLAN 302**

Section 001

**Third Year Chinese II**

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 303 or 304.
Enforced Prerequisites:	ASIANLAN 301.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Liu,Wei

This course is the continuation of ASIANLAN 301. The class meets five hours per week. All the four aspects of the language—listening, speaking, reading, and writing—are emphasized. The textbook "A New Chinese Coursebook (II)" covers main aspects of contemporary Chinese society and culture, and enhances cultural



Credits: 4  
Enforced Prerequisites: ASIANLAN 301 or 304.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Liu, Qian

With a rising Greater China (including the PRC, Taiwan, and Hong Kong) on the world economic, political, and cultural stages, learning about its current affairs while studying the Chinese language becomes more and more important. Chinese media disseminated widely in the form of newspapers, television and radio programs, and movies – often accessible via internet- provide ideal resources for this purpose. This course consists of two major elements. On the one hand, the textbook Chinese Breakthrough introduces basic vocabulary, news forms, and cultural knowledge through its well-selected and organized lessons covering topics from politics, economies, and culture to sports. On the other hand, after acquiring the ability to decode news items, students will be helped to search for the latest news from a variety of media on their own.

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

Credits: 4  
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 327 (or JAPANESE 411).  
Enforced Prerequisites: ASIANLAN 325.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Sogabe, Ayaka  
Instructor: Kondo, Junko

ASIANLAN 326 is a continuation course of ASIANLAN 325. This course aims to further develop the four language skills (reading, speaking, listening, and writing) at upper-intermediate level, to deepen the understanding of Japan's diverse culture, and to be familiarized with various styles of language use with the help of the textbook, Tobira: Gateway to Advanced Japanese. The main emphasis of training is in accurate comprehension of written language combined with oral and written communication activities. Approximately 200 new kanji are introduced.

Required materials:

- Tobira: Gateway to Advanced Japanese; Learning Through Content and Multimedia
- Kitaeyo kanjiryoku: Power Up Your Kanji

Course Requirements: The end-of-year project is a group or individual research project.

**ASIANLAN 336**                      **Third Year Korean II**  
Section 001

Credits: 4  
Enforced Prerequisites: ASIANLAN 335.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Han, Sangkyung

ASIANLAN 336 (Third-year Korean II) is a continuation of ASIANLAN 335. The goal of this course is to help students gain competence in communicating in Korean with grammatical accuracy and socio-linguistic appropriateness in various components of the language - speaking, listening, reading, and writing - at an advanced intermediate level. In this course, students will enhance their communicative ability in order to deal



Credits: 3  
Advisory Prerequisites: ASIANLAN 402, 405, 406, 407, or permission of instructor.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Yin, Haiqing

ASIANLAN 408 can be regarded as a sequel to ASIANLAN 407 “Academic Chinese I,” but does not have ASIANLAN 407 as an enforced prerequisite. Like ASIANLAN 407, this advanced language course is designed for students who want to further improve their Chinese competence to serve academic or other career purposes. It has a different focus, however, to provide training in translation and presentation skills needed by students’ current studies and future endeavors. In this course, besides unified requirements based on assigned topics and provided texts, students will be allowed and encouraged to combine Chinese language study with studies in their own disciplines. The class will meet twice per week, conducted solely in Chinese.

Crs Requirements: Weekly translation assignments and two presentations will be required along with study of samples, instructor’s comments, and classroom discussions. Evaluation is based on attendance, participation, and translation and presentation assignments.

Intended Audience: Students who want to improve Chinese translation and presentation skills to serve academic or other career purposes

Class Format: 3 hours of recitation class per week

**ASIANLAN 409**                      **Literary Chinese I**  
Section 001

Credits: 3  
Advisory Prerequisites: ASIANLAN 202 or 203.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Zhao, Qiuli

For more than three thousand years, down to the early 20th century, the vast majority of Chinese texts were written in Literary Chinese (wenyanwen). Literary Chinese also served for many centuries as the international written language for the countries of East Asia. Literature in Literary Chinese is an important part of the cultural heritage of all humankind. This course is designed to serve the needs of both undergraduate and graduate students, of both specialists (and would-be specialists) and those who are just curious about the Chinese literary heritage. Reading materials for ASIANLAN 409 include a textbook, supplemented by occasional handouts. Students will be introduced to many famous works of Chinese literature, such as have been memorized and chanted by Chinese down through the ages. Requirements include regular exercises, a midterm, and a final.

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

Credits: 3  
Enforced Prerequisites: ASIANLAN 425.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Sakakibara, Yoshimi



**ASIANLAN 440**  
Section 001

**Academic Japanese II**

Credits:	2
Advisory Prerequisites:	ASIANLAN 439 with A- or above.
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Primary Instructor:	Oka, Mayumi

This course focuses on the development of competence in academic Japanese, especially in reading and writing, to enhance students' ability to do research using Japanese source materials or study at a Japanese university. Skills covered include rapid reading (skimming and scanning skills), intensive reading for comprehension, participation in discussions, and the appropriate organization of research projects and presentations. Students will also watch video clips and read newspaper articles on current events and participate in discussions to further develop fluency and proficiency using advanced academic vocabulary and structure.

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

**ASIANLAN 441**  
Section 001

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

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

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

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

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

**ASIANLAN 445**  
Section 001

**Chinese Language Pedagogy**







The Master's thesis is a substantial research paper reflecting interdisciplinary training and the ability to use Western language literature and Chinese language sources. Thesis research is undertaken under the supervision of a faculty or research associate of the Center of Chinese Studies, usually in the last term of the degree program.

#### Master's Essay

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

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

## International and Comparative Studies

### **CICS 401**

*Section 003*

### **International Studies Advanced Seminar**

*Literature and Human Rights*

Credits:

3

Enforced Prerequisites:

Junior standing or above.

Other Course Info:

CICS 401 can be counted only once for credit toward the Academic Minor in International Studies.

Repeatability:

May be elected twice for credit.

Meet Together Classes:

ENGLISH 407 - Topics Lang & Lit, Section 001

Primary Instructor:

Porter, David L

This course will focus on the relationship of the categories of literature and human rights in the European, American, and Chinese contexts. The first part of the course will explore the role literature has played as a site for the contestation of human rights, specifically with respect to the history of censorship. The literary history of both China and Western societies offers a rich field for exploring how, in many different times and places, the expression of ideas has provoked a violent or intolerant reaction on the part of authorities. We will examine the nature of the challenge posed by works of the imagination in order to develop a more sophisticated understanding of the anatomy of human rights conflicts more generally. For this part of the course, we will read a selection of well-known "banned books" from a variety of contexts, as well as studies of the history of literary censorship.

We will then turn in the second part of the course to literary and philosophical traditions in Chinese and Western societies that have informed discussions of human rights issues in the modern period. Foundational texts of the European Enlightenment have provided the cornerstone of one version of modern human rights discourse; much recent writing has placed this discourse in conversation with the Confucian, Buddhist, and Daoist traditions of East Asia. We will consider representative works arising out of both sets of traditions in

order to develop a comparative, interdisciplinary framework for reflecting on the continuing co-evolution of ideals of human rights in a broad global context.

### **CICS 401**

*Section 006*

### **International Studies Advanced Seminar**

*Development and the Quality of Governance*

Credits:	3
Enforced Prerequisites:	Junior standing or above.
Other Course Info:	CICS 401 can be counted only once for credit toward the Academic Minor in International Studies.
Repeatability:	May be elected twice for credit.
Primary Instructor:	Ang, Yuen Yuen

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

## **Japanese Studies**

### **CJS 451**

Section 001

### **Topics in Japanese Studies**

Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Junior/Senior or Graduate students.
Repeatability:	May be repeated for a maximum of 9 credit(s). May be elected more than once in the same term.
Rackham Information:	Rackham credit requires additional work.
Undergrad and Grad Meet Together Classes:	HISTORY 392 - Asian Hist Topics, Section 001 HISTORY 592 - Asian Topics, Section 001 WOMENSTD 344 - Topic Gender&Culture, Section 002
Primary Instructor:	Tomomura, Hitomi
Instructor:	Okada, Mariko

The “geisha” is a “person (sha) of artistic achievements (gei)” whose image and significance has evolved over the last two centuries into a romanticized icon of the Japanese feminine. This course aims to demystify geisha by exploring their historical antecedents in premodern times and transformation in the nineteenth and twentieth centuries. We will study representations of the geisha in a variety of popular cultural forms, including photographs, films, and novels by carefully addressing the issue of “other-ing” and gendering within the changing political dynamics, both domestic and global. By examining the geisha’s formalized organization, professional rules and cultural practices, such as the arts of kimono, make-up, hairstyle, calligraphy, music, dance, and singing as well as comportment, we will consider the geisha’s role and place in today’s Japanese society. The course, both scholarly and experiential, includes readings, films, a visit to a museum, and hands-

on activities. This course offers a one-time opportunity to learn about the geisha from a scholar from Japan trained in geisha arts, who will co-teach with a UM historian.

Course Requirements: Evaluation is based on: two quizzes, two papers (1000 and 2000 words), and a final examination, given in the established final examination time. No prerequisites.

### **CJS 591 Independent Study in Japanese Studies**

Section 001

Credits: 1 - 4  
Advisory Prerequisites: Enrollment in Asian Studies: Japan MA program. Permission of instructor.  
Repeatability: May be repeated for a maximum of 6 credit(s). May be elected more than once in the same term.

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

### **CJS 799 Master's Essay in Japanese Studies**

Section 001

Credits: 1 - 6  
Consent: With permission of instructor.  
Advisory Prerequisites: Enrollment in Asian Studies: Japan MA program. Permission of instructor.  
Repeatability: May be repeated for a maximum of 6 credit(s).

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

## **Communication Studies**

### **COMM 432 Foreign News Coverage**

Section 001

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

This course investigates coverage of foreign news as a reflection of the structure and function of media systems.

- What factors influence media decisions on covering events overseas?
- What criteria do the media use for deciding which events to report and at what length, and how valid are these criteria?
- What value systems do they reflect?

- How successfully do the media make foreign news relevant to American readers, listeners, and viewers?
- What special problems do foreign correspondents face?

## Comparative Literature

### COMPLIT 322

*Section 001*

Credits:

Consent:

Repeatability:

Primary Instructor:

### Translating World Literatures

*Creative Copying*

3

With permission of department.

May not be repeated for credit.

Paloff, Benjamin B

The conventional distinction between originals and copies has posed a challenge to translation for about as long as translation has attracted theoretical investigation. In this undergraduate seminar we will explore how this distinction has been drawn and redrawn across centuries, and we will test the theoretical perspectives we encounter against our own translation practices. We will supplement our readings in history and theory with examples of translations that have extended, redefined, or simply replaced their originals.

Course Requirements: All participants are expected to have at least basic reading knowledge of a foreign language. Course evaluation will be based on active participation, completion of regular writing exercises, and production of a high-quality literary translation with critical commentary.

### COMPLIT 322

*Section 002*

Credits:

Repeatability:

Primary Instructor:

### Translating World Literatures

*Translation Workshop*

3

May not be repeated for credit.

Shammas, Anton

Writing on the “Task of the Translator” in 1923 (one of the foundational texts of translation theory, and one of the basic texts we’ll be referring to throughout the term), Walter Benjamin poses the deceptively simple question: “Is translation meant for readers who do not understand the original?” And later he argues, among other things, that translation is meant to liberate the language imprisoned in a text through the recreation of that text, and by doing so it “serves the purpose of expressing the central reciprocal relationship between languages.” “When two languages meet,” the Moroccan critic Abdelfattah Kilito counter-argues at the other end of the 20th century, “one of them is necessarily linked to animality: Speak like me or you are an animal.”

- What is the task of the translator, then?
- Why translate?
- Who translates?
- Is translation at all possible between languages that are positioned, for various reasons, at both ends of an asymmetrical power relation?

Drawing on a variety of theoretical and literary texts, this course is an interactive introduction to different histories and theories of translation, and it’s designed and meant to give students an opportunity to build on their skills in a foreign language by exploring the process of translating literary texts into English. Students will compare various translations of “world literatures” and integrate broad theoretical concepts about



This survey course describes the development of Second Language Acquisition as a research discipline and then reviews current cognitive, linguistic, psychological, educational, and interactional perspectives. The relevance of all of these disciplines motivates the cross-listing of the course across the Departments of Linguistics, Psychology, and the English Language Institute, and one goal of the course is to learn from each others' perspectives. Topics include the description of patterns of second language development and the degree to which there is consistency or variation across learners and languages, the question of modularity and the possibility of contributions of innate linguistic, cognitive, and functional universals, the degree to which language is learned and regularity emerges, connectionist and usage-based approaches to language acquisition, learning and instruction, critical periods and language acquisition, and sociocultural and sociolinguistic determinants.

There are two texts, the first a recent survey of different theoretical perspectives on SLA, the second which applies SLA research and its implications in classroom contexts. The course is a lecture / discussion format with 1 exam and an empirical project, undertaken in groups, which investigates one aspect of SLA. Students are expected to read before each class so to be ready to discuss each topic. There will be much opportunity for class discussion and participation.

Text and Readings (Ordered at Michigan Book & Supply)

- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. ISBN: 978-0-340-90559-3. Paperback
- Lightbown, P.M., & Spada, N. (2006). *How languages are learned*. (Third ed.) Oxford: Oxford University Press. ISBN-10: 0-19-442224-0. Paperback
- Electronic coursepack. Readings on the C-tools site.

## **ELI 391**

*Section 001*

## **English as a Second Language Topics**

*Fundamentals in Teaching English as a Second Language Internationally*

Credits:

3

Credit Exclusions:

A maximum of four ELI credits may be counted toward a degree.

Repeatability:

May be elected twice for credit.

Primary Instructor:

Maticc, Melinda S

ELI 391 introduces students to the essentials of classroom methodology and practice for teaching English as a Second Language internationally. Lectures and discussions will focus on language learning and communicative teaching practices for ESL in international settings. Activities include designing and developing appropriate materials and using resources for multiple age groups, levels, and for culturally specific contexts.

We will explore all skill areas (speaking, pronunciation, reading, writing, grammar and vocabulary) and examine the sociopolitical contexts of ESL teachers in the world. Additionally, participants will be expected to teach mini-lessons, do reading assignments and observations of other foreign language classes, and carry out a project targeting a culturally-specific context and age group.

ESL teaching needed for Peace Corps experience may be done in tandem with this course. Additionally, the opportunity to apply for the Tsinghua University Summer English Immersion Camp in Beijing, China as a paid intern may be made available through this course. For more about opportunities to teach ESL abroad, see the International Center website: [internationalcenter.umich.edu/swt/work/options/teach-no-main.html](http://internationalcenter.umich.edu/swt/work/options/teach-no-main.html).

Texts for the course: Snow, D. (2006) *More Than a Native Speaker*, Rev. Edition, TESOL press, and coursepack.



For more information, contact Mindy Matice at [mmatice@umich.edu](mailto:mmatice@umich.edu) or call (734) 764-2413.

Intended Audience: Recommended for students who are Juniors or Seniors.

Class Format: Lecture/Discussion

## English Language and Literature

### **ENGLISH 275**

*Section 001*

### **Introduction to World Literature in English**

*China in World Literature*

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Porter, David L.

This course offers a broad introduction to World literature in English. Students engage texts in their literary-historical contexts from various periods and geographical sites. The course will be comparative as well as trans-historical, leading students to find affinities among literary works composed in different global regions. The instructor will lead students to develop methods for reading across varied national histories through juxtaposed texts.

Crs Requirements: Requirements will vary with instructor but typically include a combination of the following: 8-10 page paper plus short writing assignments throughout the term; quizzes testing comprehension of key texts and concepts; midterm exam with identification and short answer questions, final exam with identification, short answer, and essay questions; group presentation; and participation.

Intended Audience: Undergraduates

Class Format: 3 hpw lecture format

### **ENGLISH 375**

*Section 001*

### **World Literatures in English**

*From India to Indigenous Peoples: Representing Natives on the World Stage*

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Lyons, Scott Richard

An introduction to literatures in English with emphasis on writing from outside the US and Great Britain: Africa, Asia, Australia, the Caribbean, and the Pacific. Some attention to issues involved in thinking about English as a world language and a global literature, including questions of colonialism and decolonization.

SAMPLE TOPIC: "Fictions of India" is meant to suggest several avenues of inquiry. Most literally, we'll be sampling some of the prose fiction that has emerged from the Indian subcontinent in the 20th century. But a number of these fictions might suggest that India itself is a "fictiono'-a made-up thing. How do authors imagine the Indian nation, and, thus, in some sense, bring it in to being? The course title should also remind us of the contingencies of our reading list, which will necessarily produce a partial, skewed, or "fictional" sense of "India" and "Indian fiction," since the South Asian literary tradition is thousands of years old, with at least 14 extant languages. Even if we were to limit ourselves to 20th-century fiction written in English, we couldn't begin to "cover the bases." We'll begin by reading prose condensations of the two major epics in the

Indian tradition, Ramayana and Mahabharata. Like the 20th century prose fiction that will constitute the majority of our reading list, these epics imagine the subcontinent as an integral community, and their plots and narrative strategies are recycled in later cultural productions in rather fascinating ways.

Not only the English language, but English literature itself played a significant role in the British colonization of India; questions of language have been no less crucial during the rise of Indian nationalism and the post-Independence era. We'll read some of the key statements in the ongoing debate about English in India, and in addition to fiction written in English, we'll also read some translated fiction in order to get a sense of the ground of these debates. Readings in political and literary history, and postcolonial theory, will help to construct contexts and concepts for our discussion. Assignments will likely include short essays, an oral presentation, and an exam.

Intended audience: Sophomore-senior

Course Requirements: Readings include six books plus a course pack. Daily reading responses, two 3-page response papers, a midterm exam, a final paper of 8-10 pages, and an in-class presentation. Reading quizzes will also be given,

Class Format: 3 hrs lecture weekly.

## **ENGLISH 388**

Section 001

## **Pacific Literary and Cultural Studies**

Credits:

3

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

AMCULT 325 - Pacif Lit&Cult Stds, Section 001

Primary Instructor:

Najita, Susan Y

From sunlit beaches, swaying palm trees, and happy tourists to tropical rainforest and menacing natives, the islands of the Pacific have been relentlessly depicted. Perhaps more than any other region of the globe, the Pacific has been “experienced” beforehand through the image-making of Hollywood, television, and advertisement. The success of films such as *Whale Rider*, *The Piano*, *Lord of the Rings*, and *Once Were Warriors* builds upon the early images of the region in films such as *Blue Hawaii*, *Mutiny on the Bounty*, and the musical *South Pacific*. This course puts such texts into dialogue with the extensive body of historical and literary representations. This is an interdisciplinary course for students who want to develop their abilities in critical and creative reading, thinking, and analysis. What connections and contradictions emerge when we read popular culture in relation to fictional representations by authors such as Hermann Melville and James Michener, and indigenous authors such as Patricia Grace, Albert Wendt, and Keri Hulme? What other histories and experiences are obscured or misrepresented in these popular representations, including the emergence of indigenous self-determination movements, nuclear testing and U.S. military supremacy, and the multi-ethnic societies which emerged as a result of colonization? We will read texts from a range of perspectives: EuroAmerican authors (Cook, Melville, and Michener), indigenous Pacific islanders (Hulme, Wendt, Grace, Ihimaera, and Hau’ofa), as well as non-natives (Murayama).

Course Requirements: Requirements include attendance at lectures and discussion section, quizzes, 7-8 page paper, final exam, and presentation.

## **ENGLISH 407**

Section 001

## **Topics in English Language and Literature**

*Literature and Human Rights*

Credits:	3
Repeatability:	May be elected twice for credit. May be elected more than once in the same term.
Meet Together Classes:	CICS 401 - IS Advanced Seminar, Section 003
Primary Instructor:	Porter,David L

This course will focus on the relationship of the categories of literature and human rights in the European, American, and Chinese contexts. The first part of the course will explore the role literature has played as a site for the contestation of human rights, specifically with respect to the history of censorship. The literary history of both China and Western societies offers a rich field for exploring how, in many different times and places, the expression of ideas has provoked a violent or intolerant reaction on the part of authorities. We will examine the nature of the challenge posed by works of the imagination in order to develop a more sophisticated understanding of the anatomy of human rights conflicts more generally. For this part of the course, we will read a selection of well-known "banned books" from a variety of contexts, as well as studies of the history of literary censorship.

We will then turn in the second part of the course to literary and philosophical traditions in Chinese and Western societies that have informed discussions of human rights issues in the modern period. Foundational texts of the European Enlightenment have provided the cornerstone of one version of modern human rights discourse; much recent writing has placed this discourse in conversation with the Confucian, Buddhist, and Daoist traditions of East Asia. We will consider representative works arising out of both sets of traditions in order to develop a comparative, interdisciplinary framework for reflecting on the continuing co-evolution of ideals of human rights in a broad global context.

## Program in the Environment

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

Section 001

Credits:	3
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	POLSCI 394 - Environ and Develop, Section 001
Primary Instructor:	Lemos,Maria Carmen de Mello
Instructor:	Agrawal,Arun

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

Traditional studies of development attempted to globalize particular values of modernity. Taking objectives such as growth, equity, rationalization and political development to be universally desirable, such studies

generally focused on how to produce and reproduce the modern in given localities. In a similar vein, early discussions of environmentalism remained wedded to a local/global dichotomy, often focusing on the local as the point where environmental degradation took place and the global as the place to fix it. The emergence of environmental problems of global proportions (i.e., global climate change) has somewhat changed these approaches and introduced both cause and effect at diverse scales from the local to the national to the global.

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

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

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

Class Format: Lecture, 3 hours per week.

## History of Art

### HISTART 302

Section 001

### Sex and Gender in Japan

Credits:	3
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ANTHRCUL 302 - Sex&Gender in Japan, Section 001 WOMENSTD 302 - Sex&Gender in Japan, Section 001
Primary Instructor:	Robertson, Jennifer E

This multi-media course explores the relationship among sex, gender, and sexuality in Japanese culture and society past and present. Our exploration covers such subjects and topics as mythology and religion, social hierarchies and demographic changes, sex education, marriage and divorce, parenting, workers and professions, LGBT activism, comic books and anime, robots and cyborgs, and media advertising, among others.

Course Requirements: In addition to completing the readings and assignments for each class and section meeting, students will take two essay-style exams (a study guide will be distributed a week before each exam). There may be a couple of short in-class writing projects. Attendance is mandatory; roll will be taken in and all

absences must be approved. Note: Baring approved exceptions, this is a laptop-free class. The brain-hand connection is important for intellectual development, and facilitates both note-taking and writing skills. Cell phones must be completely off or in “airplane mode.”

Course grades are based on attendance, class participation, exam results, and the quality of the short papers. Note that I do not use percentages for each of the above variables in averaging your final grade as this not only is logistically impractical but may also be (wrongly) perceived as a way to “game the system.” I am looking for intellectual engagement and improvement over the course of the semester. Your peers will set the “curve” based on their scholarly performance. Refer to C-tools for the syllabus, required books and readings, class schedule, assignments, and exam dates.

### **HISTART 383**

### **Modern Asian Art**

Section 001

Credits:	3
Advisory Prerequisites:	At least one course in either History of Art or Asian Studies.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Kee,Joan

This course discusses modern and contemporary art in Asia (construed in this context as the countries comprising East, Southeast, and South Asia) as a function of the encounter between groups identified primarily on the basis of their racial and ethnic origin. Roughly beginning from the late 18th century, this course looks particularly at two modes of encounter; one turns on race (the encounter between the so-called West and the non-West, largely construed as the relationship between whites and Asians) and the other on ethnicity (the tensions and symbioses arising out of inter-regional encounters between Manchus and Han Chinese, Chinese and Taiwanese, Koreans and Japanese, as well as Japanese and Okinawans/Ainus). Much of our discussion will ask how constructs of race and ethnicity arise out of the production of visual representation. Drawing upon a wide range of media from woodblock prints documenting the entry of white male traders into Yokohama to performances by Hong Kong artists in the late 1990s that deliberately mix Mandrin and Cantonese as a way of asserting their autonomy from mainland China, the works shown in this class posit whether both constructs are, in fact, performative. If so, for whom is such performance intended and why? Based on selected case studies, this courses argues that the macro-phenomena allegedly responsible for spurring the development of visual art in Asia – colonialism, urbanization, industrialization, militarization – is in fact based on the promotion of disparity and the systematic implementation of discriminatory policies against members of certain social classes, racial, and ethnic backgrounds. Of special interest is the complexity arising when we consider artists outside the putative canon in terms of their background, for example, women artists not sharing the same institutional access as their male counterparts. This class fosters a comparative look at these disparities by compelling students to draw parallels between conditions in one country (city) and another.

### **HISTART 385**

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

Section 001

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

Professionals in law, business, government, the social sciences, philosophy and history frequently need to understand and assess current human rights practices in China as well as possibilities for the future of human

rights there. Yet, to make such an assessment requires some understanding of the ways in which questions of law, justice, equality, and open speech were framed, conceived, and contested in Chinese history. This course spans two millennia of visual and textual material with the aim of introducing students to the images, the topics, and the terms that dominated debates relating to human rights issues in classical, medieval, and late imperial China. Students will become familiar with relevant materials through readings and lectures, with lectures making extensive use of visual documents and select passages from historical sources. Materials will be discussed in relation to four, recurring topic areas: Personhood, Equality, Justice, and Freedom of Speech. Concepts of personhood provide the foundation for human agency in any society, and so we'll periodically trace major changes in the way persons were imagined and visualized in Chinese history. This will include understanding how the polity itself was visualized, along with those taxpaying individuals of which it was made. Equality before the law is arguably the most foundational of all rights, and so we shall trace arguments and institutions relating to social and legal equality in China. In relation to Justice we will examine materials relevant both to jurisprudence and to social justice, including poverty and social inequality. Paintings and poetry were common media of political dissent and will provide much useful information relevant to these topics. Freedom of speech was identified as a core topic in government early on in China. We shall read some of the key arguments from the classical, medieval, and early modern periods, and consider as well the institutionalization of these arguments and concepts in political structures as well as social and artistic practice. The course begins with a consideration of opposing views on the universality of human rights, as well as the politics of the historical representation of Others. The bulk of the course is devoted to case studies of important moments in the development of human rights debates over Personhood, Equality, Justice, and Freedom of Speech in China. Because the modern discourse of human rights evolved out of Enlightenment debates in England and Europe, the course culminates in a special section dealing with debates on human rights involving "China" during the Enlightenment, chiefly the English Enlightenment. We discuss both positive assessments of China, and the Enlightenment critique of Chinese practice. In addition to secondary case studies on China, we shall periodically read studies by sociologists or social psychologists. For instance, in week 10 the Daniel Allen reading on Hobbes considers the conceptual difficulties encountered in imagining the polity as something other than a function of the monarch. That week students also read a psychological study examining the relationship between cognitive facility and the ability to grasp complex political concepts. Likewise the Tilly reading will help students to conceive the problem of inequality as a general human problem rather than as a function of any particular cultural tradition. Along the way we'll consider whether debates over issues such as justice or equality are the accidental invention of one cultural tradition, or a product of the human condition. No cost for materials.

**HISTART 392**  
Section 001

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

Credits: 4  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Carr, Kevin Gray

This class, along with the Introduction to Japanese Art (HISTART 292), is one of two core courses in Japanese art history at the university. It examines examples a wide variety of Japanese films, photography, painting, sculpture, comics, and new media to illuminate ideas about nature and place, personal and national identity, fantasy and virtual realities, humanity and its borders, beauty and ugliness, violence and war, the body, gender, sex, and consumption. What is the place of recent Japanese visual culture in the larger history of the Japanese art? Can it illuminate our understanding of earlier art and vice versa? This course examines examples of contemporary popular Japanese visual culture in order to illuminate fundamental themes common to many times and people in the country. A wide variety of films, photography, paintings, architecture, comics, new media, and design will serve as lenses to focus considerations of ideas about nature and place, personal and national identity, fantasy and virtual realities, humanity and its borders, beauty and ugliness, violence and war,

the body, gender, sex, and consumption. The course assumes no previous exposure to the cultures or languages of Japan, and all are welcome to attend.

This course responds directly to widespread interest among students in contemporary East Asian visual culture. It complements the range of classes on pre-modern China and Japan as well as those offered on modern Japanese and Euro-American art and architecture. It should teach students visual analytical skills that are critical to a range of undergraduate subjects. The material covered in the course is complex and vast, and the assigned readings require a great deal of careful analysis and the kind of discussion that is quite difficult in a larger lecture course.

Intended audience: Intended for a broad range of students, including Asian Languages and Cultures, anthropology, art history and other disciplines. It also is intended as an entry point into studies of art history and visual culture for students outside of LSA

Course Requirements: Mid-term exam/slide ID (~5 pages): 30%; written paper on visual analysis (~4 pages): 20%; final essay (~8 pages): 30%; class participation: 20%.

Class Format: 3 hpw lecture format (primary instructor) plus 1 hpw discussion section (GSI).

### **HISTART 394**

*Section 006*

### **Special Topics**

*China and the Natural Garden: Intercultural Exchange at the Dawn of the Modern Age*

Credits:

3

Repeatability:

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

Primary Instructor:

Powers, Martin J

By the 18th century, the great powers across Eurasia were investing major levels of thought and resources into gardens. This was so because, prior to the invention of World Fairs, the Olympics, or international sports, gardens were an important means of competing for “soft power” in the international arena. In addition, gardens served as a kind of worksheet for trying out new theories of society and nature, government and the social agency of individuals. In fact, some of the most important buzzwords in modern life were first worked out in relation to gardens in the 18th century. In this course we'll come to understand how this happened first by surveying the evolution of gardens in China: we'll trace the origins of the "natural" garden with its oppositional political and social connotations, and then learn what happened when this tradition of garden design clashed with Europe's royal gardens in the 17th century. By reading together original 17th and 18th century documents in UM's special collections, we'll learn how to reconstruct the complex, intercultural discourse of society and nature that developed on the two ends of Eurasia during the 18th century. Along the way, we'll witness the birth of radical new understandings of terms such as “nature” and “liberty.” Students will have the opportunity to conduct original research using UM's Special Collections as well as online sources providing access to 17th and 18th century documents. In addition to class participation, grades will be based upon two oral progress reports, a bibliography, and a written term paper. No previous course work in Chinese art is required. Online reading materials.

### **HISTART 504**

*Section 001*

### **Humanistic Studies of Historical and Contemporary China**

Credits:

3

Consent:

With permission of instructor.

Advisory Prerequisites:	Permission of instructor.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ANTHRCUL 502 - China Humanistic St, Section 001 ASIAN 502 - China Humanistic St, Section 001 CCS 502 - China Humanistic St, Section 001 HISTORY 548 - China Humanistic St, Section 001 POLSCI 502 - China Humanistic St, Section 001
Primary Instructor:	Rolston,David Lee

This course will examine the present state of research in selected areas of scholarly inquiry in Chinese studies – language, literature, history, religion material culture, and art history – as we interrogate such seemingly commonsense notions as "civilization," "culture," "tradition," "modernity," and above all, "Chineseness." Our goals are to develop good treading skills, stimulate critical thinking, and inspire imaginative approaches to humanistic problems.

<b>HISTART 680</b>	<b>Bio-Art International: Biotechnology, Genetics, and Contemporary Art</b>
--------------------	---

Section 001

Credits:	3
Repeatability:	May not be repeated for credit.
Meet Together Classes:	ANTHRCUL 628 - Bio-Art, Section 001
Primary Instructor:	Robertson,Jennifer E

Bio-Art is the rubric for art forms produced from using biotechnology and/or genetics to create, manipulate and/or transform living things. Over the past two decades, biology has emerged as one of the newest, and most controversial, art media, although there is a centuries-long history of artists engaging the life sciences. Artists around the world have turned their studios into laboratories, and vice versa, to deliberately create living things—including DNA portraits, transgenic collages, hybrids, clones and mutations—as works of art. They have had to learn biological research skills as well as collaborate with scientists in order to do so. These new art forms cross and confuse the boundaries between “the artificial” and “the natural,” provoking new and different understandings of “nature” and “art” alike. The ethical questions provoked by Bio-Art have also complicated the relationship between aesthetics and ethics, art and law. This seminar situates Bio-Art in the contexts of the history of art and science, laboratory practice, and media theory, and explores the artistic, scientific, and international socio-cultural environments past and present that have made Bio-Art conceptually and technologically possible. We will look closely at the art and writings of a number of Bio-Artists from around the world who are shaping the field today.

## History

<b>HISTORY 196</b> <i>Section 001</i>	<b>First Year Seminar in Social Sciences</b> <i>Women in Modern China</i>
--	--

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



This seminar will introduce you to diverse scholarship on women in China from the 19th century to the present. Having survived the Opium War and Sino-Japanese War in the 19th century, China entered the twentieth century with agitation to topple the imperial dynasty and revolutions, and ended the century joining global capitalism. How did women live through wars, revolutions, and dramatic social, economic, political and cultural transformations? We will highlight women as historical actors in historical processes and analyze methods and frameworks used by scholars in approaching their various subject matters. The course is organized chronologically with an emphasis on a range of conceptual categories that facilitate our understanding of gender issues in China. The transformation of gender construction, family, marriage, sexual norms, work, political participation, and cultural representation will be studied in relation to China's pursuit of modernity in the global context. The course will end with an examination of Chinese feminist activism today. All readings are in English, which will be supplemented by a variety of visual materials shown in class. The seminar will emphasize reading, writing, and lively class discussions. The class meets twice a week.

**HISTORY 205**

**Modern East Asia**

Section 001

Credits: 4  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ASIAN 205 - Modern East Asia, Section 001  
 Primary Instructor: Cassel,Par Kristoffer

This course is an introduction to modern China, Korea, and Japan from 1600 to the present, with emphasis on the nineteenth and twentieth centuries. It covers the following topics: China's progressive decline and rejuvenation, the impact of imperialism, the rise and development of the PRC; the struggles of Korea, its colonization by Japan; liberation and division into the two Koreas, and the rising economic status of the South; and the end of feudalism in Japan, the building of a modern state and economy, Japanese imperialism, postwar recovery, and the rise to super-power status. Taking a broad comparative perspective on East Asia, the course explores the inter-relations between political economy, society, and culture in each country within an emerging modern world system. This is a continuation of HISTORY 204; however that course is not a prerequisite and no previous background on the subject is required. Two lectures and one discussion section each week. There will be a midterm and final exam.

**HISTORY 207**

**Southeast Asian Civilization**

Section 001

Credits: 4  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ASIAN 207 - Southeast Asian Civ, Section 001  
 Primary Instructor: Lieberman,Victor B

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

**HISTORY 230***Section 004***Humanities Topics in History***The Family in the Modern World*

Credits: 3  
 Repeatability: May be elected twice for credit.  
 Primary Instructor: Peterson, Derek R

This course provides an introductory survey of world history from 1500 to about 1920. Through a variety of primary documents, films, photographs and other material, we will explore the rich history of four specific societies: the Swahili Coast of East Africa; the Holy Roman Empire/Germany; New Spain/Mexico; and China. In each of these four cases, we'll be exploring an interrelated set of issues:

1. How were political communities created, consolidated and reformed?
2. How is family life historical? How did large-scale economic and political processes effect the ways that husbands, wives and children organized their lives together?
3. How did European economies come to dominate the rest of the world? What is globalization, and what are its roots in history?
4. To what social, political and religious purposes did people put new commodities? How is trade also a cultural factor in people's lives?

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

**HISTORY 248**

Section 001

**Jesus Comes to Asia: Conversion and its Consequences in Asia**

Credits: 3  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ASIAN 248 - Jesus Comes to Asia, Section 001  
 RELIGION 248 - Jesus Comes to Asia, Section 001  
 Primary Instructor: de la Cruz, Deirdre Leong

This course provides a broad introduction to the study of Christian conversion and its legacy in the regions now known as South, East, and Southeast Asia. Our focus will be largely limited to the historical period during which Christian conversion was contemporaneous with other forms of global expansion such as colonialism. Drawing from a range of primary and secondary source materials we will try to understand who Christian missionaries were and the many motivations that drove them, the diversity of methods used to convert native populations, and, of tantamount importance, the ways in which local populations resisted and transformed Christianity to suit or blend with their own social and political structures, spiritual beliefs and practices, and notions of temporal and divine power.

Throughout the academic term we will engage these central themes through the lens of religious conversion. Questions considered include: What role did religious conversion play in constructing racial and ethnic categories? To what extent was race and religious difference conflated by missionaries and those whom they attempted to convert? How did pre-existing structures of racial and ethnic diversity affect the receptivity of different Asian communities to Christianity? How did race and ethnicity intersect with other forms of discrimination such as that based on class?

Course Requirements: Grades will be based on the following: Quizzes and short writing assignments, participation, and a final take-home exam.

**HISTORY 251****The Chinese Renaissance: Cultural Transformations in Eleventh-Century China**

Section 001

Credits: 3  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ASIAN 241 - Chinese Renaissance, Section 001  
 Primary Instructor: de Pee, Christian

This course offers an introduction to the profound cultural transformations that occurred in China during the eleventh century, a period when China had the largest cities in the world, with bustling night markets, antique shops, restaurants, and theaters. The simultaneous, interrelated developments in economy, technology, philosophy, religion, literature, and painting during this period bear a close resemblance to those of the Italian Renaissance, yet the achievements of the Song dynasty (960-1279) are much less well known than those of Florence, Venice, and Rome. The course provides an overview both of the history of this period and of the study of this period by European and American historians, thereby affording an introduction to the history of the Song dynasty as well as a modest introduction to the study of history as a discipline.

The course requires purchase of a writing guide (less than \$10). All other readings will be posted on CTools.

Course Requirements: The final grade will be based on class participation, a short analysis paper, a book review, and a final examination.

Intended Audience: Prior familiarity with Chinese history is not required.

**HISTORY 254****Introduction to Korean Civilization: Modern Period**

Section 001

Credits: 3  
 Advisory Prerequisites: ASIAN 270.  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ASIAN 271 Intro Kor Civ-Modern, Section 001  
 Primary Instructor: Ryu, Youngju

This course is a historical survey of Korean society and culture in the modern era. Spanning from the end of the nineteenth century to the present, the era transformed an agrarian dynasty managed by a Confucian bureaucracy into a modern democratic nation with one of the world's dozen largest economies. Along the way, Koreans experienced the turbulence of colonial rule, civil war, military dictatorships, rapid industrialization, democratization, and neoliberalization. Each of these national events took place in specifically global contexts. The course will examine the origins and progression of Korea's twentieth-century development, and explore modern Korea's changing relationship to the world.

Course Requirements: Grading will be based on attendance, participation, quizzes, writing assignments, and final examination.

**HISTORY 352****Imperial China: Ideas, Men, and Society**

Section 001

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Chang, Chun-Shu

Major trends and problem areas in the social and intellectual history of premodern China, with particular emphasis on the evolution of main intellectual currents that influenced the development of social institutions. Special attention is given to subjects generally neglected in Western-language sources.

### **HISTORY 392**

*Section 001*

### **Topics in Asian History**

*Geisha: Art, History and Politics*

Credits: 3  
Repeatability: May be elected twice for credit.  
Undergrad and Grad Meet Together Classes:  
CJS 451 - Topics Japan, Section 001  
HISTORY 592 - Asian Topics, Section 001  
WOMENSTD 344 - Topic Gender&Culture, Section 002  
Primary Instructor: Tonomura, Hitomi  
Instructor: Okada, Mariko

The “geisha” is a “person (sha) of artistic achievements (gei)” whose image and significance has evolved over the last two centuries into a romanticized icon of the Japanese feminine. This course aims to demystify geisha by exploring their historical antecedents in premodern times and transformation in the nineteenth and twentieth centuries. We will study representations of the geisha in a variety of popular cultural forms, including photographs, films, and novels by carefully addressing the issue of “other-ing” and gendering within the changing political dynamics, both domestic and global. By examining the geisha’s formalized organization, professional rules and cultural practices, such as the arts of kimono, make-up, hairstyle, calligraphy, music, dance, and singing as well as comportment, we will consider the geisha’s role and place in today’s Japanese society. The course, both scholarly and experiential, includes readings, films, a visit to a museum, and hands-on activities. This course offers a one-time opportunity to learn about the geisha from a scholar from Japan trained in geisha arts, who will co-teach with a UM historian.

Course Requirements: Evaluation is based on: two quizzes, two papers (1000 and 2000 words), and a final examination, given in the established final examination time. No prerequisites.

### **HISTORY 449**

*Section 001*

### **Topics in Middle Eastern History**

*The World the Mongols Made*

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Lindner, Rudi P

Global history begins with the Mongols. Their empire covered Eurasia and even affected the Americas. This course is about the Mongols, their empire, and its role in the wider history of the world. The purpose of the course is to introduce us to a civilization that transcended political and cultural boundaries and linked East Asia to western Europe for a century and more, ending with Columbus. We will discuss the world-historical role of nomads (including the Plains Indians), the impact of the Silk Routes across Asia from China to Italy, the exchanges of culture, science, politics, cuisine, medicinal arts, women, and military techniques.



**HISTORY 472***Section 001***Topics in Asian History***Intellectuals and the State in 20th-Century China: The Rise of the Chinese Empire in a New World*

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

This course examines the history of early 20th-century China through the lives and careers of several individuals whose ideas and actions changed the course of national destiny. The uniqueness of the course is that someone who lived through that period and has personally known most of the lead characters of that drama tells the story. "I was there, I played the game, and I now tell you the story!"

Chinese interpretation available.

**HISTORY 472***Section 003***Topics in Asian History***Enchantments East: Technology and Modernity in the Asia Pacific*

Credits: 3  
 Repeatability: May be elected three times for credit.  
 Meet Together Classes: ASIAN 480 - Topics Asian Studies, Section 001  
 Primary Instructor: de la Cruz, Deirdre Leong

This course will examine the effects of the introduction and invention of certain technologies in the Asia-Pacific region, from the early nineteenth to late twentieth centuries. We will learn about how technologies such as electricity, the gramophone, photography, and cartography were created within or adapted to a particular Asian locale, and examine the pre-existing modes of mediation and representation that facilitated—and often uncannily anticipated—these technologies' invention or arrival. We will also critically examine the ways in which these technologies reshaped forms of social life and political authority, transformed perceptions of space, time, and presence, and in many cases, precipitated the emergence of ideas about cultural "tradition" and "authenticity" as that which would disappear with the spread of modern media and machines.

**HISTORY 548***Section 001***Humanistic Studies of Historical and Contemporary China**

Credits: 3  
 Consent: With permission of instructor.  
 Advisory Prerequisites: Permission of instructor.  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: ANTHRCUL 502 - China Humanistic St, Section 001  
 ASIAN 502 - China Humanistic St, Section 001  
 CCS 502 - China Humanistic St, Section 001  
 HISTART 504 - China Humanistic St, Section 001  
 POLSCI 502 - China Humanistic St, Section 001  
 Primary Instructor: Rolston, David Lee

This course will examine the present state of research in selected areas of scholarly inquiry in Chinese studies – language, literature, history, religion material culture, and art history – as we interrogate such seemingly commonsense notions as "civilization," "culture," "tradition," "modernity," and above all, "Chineseness." Our

goals are to develop good reading skills, stimulate critical thinking, and inspire imaginative approaches to humanistic problems.

**HISTORY 592**

*Section 001*

**Topics in Asian History**

*Geisha: Art, History and Politics*

Credits: 3  
Repeatability: May be repeated for a maximum of 6 credit(s).  
Undergrad and Grad Meet Together Classes:  
CJS 451 - Topics Japan, Section 001  
HISTORY 392 - Asian Hist Topics, Section 001  
WOMENSTD 344 - Topic Gender&Culture, Section 002  
Primary Instructor: Tonomura, Hitomi  
Instructor: Okada, Mariko

The “geisha” is a “person (sha) of artistic achievements (gei)” whose image and significance has evolved over the last two centuries into a romanticized icon of the Japanese feminine. This course aims to demystify geisha by exploring their historical antecedents in premodern times and transformation in the nineteenth and twentieth centuries. We will study representations of the geisha in a variety of popular cultural forms, including photographs, films, and novels by carefully addressing the issue of “other-ing” and gendering within the changing political dynamics, both domestic and global. By examining the geisha’s formalized organization, professional rules and cultural practices, such as the arts of kimono, make-up, hairstyle, calligraphy, music, dance, and singing as well as comportment, we will consider the geisha’s role and place in today’s Japanese society. The course, both scholarly and experiential, includes readings, films, a visit to a museum, and hands-on activities. This course offers a one-time opportunity to learn about the geisha from a scholar from Japan trained in geisha arts, who will co-teach with a UM historian.

Course Requirements: Evaluation is based on: two quizzes, two papers (1000 and 2000 words), and a final examination, given in the established final examination time. No prerequisites.

**HISTORY 698**

*Section 003*

**Topics in History**

*Thinking Law: Comparative Ancient Law and Legal Theory*

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Neis, Rachel

How did people in the ancient and early medieval past think about law? What does thinking about, and with, ancient legal sources do for our contemporary notions of law? How should we think about law across different cultural, geographical and temporal contexts? In this seminar, we will approach such questions through the lenses of (ancient and modern) legal theory and through the comparative study of ancient legal systems including those of Chinese, Hindu, Buddhist, Near Eastern, Jewish, Greek and Roman cultures.

We will ask about what light contemporary legal theory sheds on pre-modern legal cultures, and conversely, we will test/rethink modern and contemporary theories of law and jurisprudence as we examine different cultural historical instantiations of law and legal theory. Our analysis will focus on particular legal cultures in terms of their substantive law (what areas are considered to be within the legal realm) and also in terms of how these legal cultures conceptualized their own authority, sources, and notions of “law.”

The course is open to people with interests in law, comparative law, legal history, legal theory, political theory, religion, or ancient and medieval history and culture.

## **HISTORY 698**

*Section 004*

### **Topics in History**

*Blues People, Ethnics, and Americanness: Race and Culture in the US from the Age of Imperialism to the Age of Jay-Z*

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May not be repeated for credit.  
Meet Together Classes: AMCULT 601 - Topics Am Stds, Section 001  
Primary Instructor: Berrey, Stephen

The twentieth century was marked by major cultural transformations and events, including the rise of a consumer culture, the emergence of Hollywood and television, and the birth of rock 'n roll, and hip hop. These developments were necessarily intertwined with ideas about race and nation and the meanings of American culture. This seminar explores the issues around race and cultural performance in the twentieth century U.S. We will consider the approaches, theories, and methods scholars have applied to the study of race, culture, and performance. Delving into music, television, film and various manifestations of popular culture we will examine issues of identity, appropriation, representation, immigration, and Americanness. Along the way, we will also pay particular attention to the experiences of African Americans, Latinos, and Asian Americans.

## **Honors Program**

### **HONORS 250**

*Section 004*

### **Honors Social Sciences Seminar**

*The Theory and Practice of Communism*

Credits: 3  
Advisory Prerequisites: Open to all Honors students.  
Repeatability: May be elected twice for credit.  
Meet Together Classes: POLSCI 389 - Topics, Section 003  
Primary Instructor: Gitelman, Zvi Y

About 1.5 billion people in the world were living in Communist polities in 1989 when the Soviet Union fell apart. Today, very few countries have Communist polities. What is Communism, what were its appeals, and why did it nearly disappear as a political and economic system? This seminar will explore Communist ideology and rule, the forces that led to their collapse, and the legacies they left behind. We shall read primary sources (Marx, Lenin, Stalin, Mao Tse-Tung, et al.) as well as secondary works. The USSR, China, Yugoslavia and Eastern Europe will be the main focus of our attention.

Course Requirements: Short papers and a major seminar paper will be required.

## **Industrial and Operations Engineering**

### **IOE 425**

Section 001

### **Manufacturing Strategies**



Credits: 2 (Non-LSA credit).  
Enforced Prerequisites: Sr>  
Advisory Prerequisites: (Enforced)= Senior standing or Graduate standing.  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: MFG 426 - Manuf Strategies, Section 001

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

## Institute for the Humanities

**INSTHUM 212**  
*Section 001*

**Second-Year Seminar in Interdisciplinary Studies**  
*Language: The Good, Bad, and Ugly*

Credits: 1  
Repeatability: May not be repeated for credit.  
Primary Instructor: Herwitz, Daniel Alan

The most obvious is the hardest to understand and nothing is more obvious to human life than language use. We live in a world of words; we think in a world of sentences. We act in a world of adverts, Internet web sites, translations, twitters and tracts; we live in a city of language that is a storehouse of culture, knowledge, ideology, morality, invention, myth. Language is a marker of human universals but also of the subtle and broad spectrum of human differences. It is the path to communication, bonding, negotiation, truth but also the place where power, inequality, violence, exclusion are articulated. Language is the good, the bad, and the ugly in human life, the sublime and the ridiculous.

It is for these reasons central to the humanities, almost a defining feature of the humanities that they study language, whatever else they do. Heritages of writing, thought, invention, ideology, myth, prose, poetry, philosophy, literary theory, criticism, biography, memoir, archives of document are the places where history, philosophy, literary studies, translation, critique, linguistic theory et al. find their object of study. Language demands a wide range of analysis from all quarters of the humanities, which have dedicated their various disciples and dimensions to the study of language, from linguistics to the study of prose, from argumentation to advertisement. An introduction to the multi-disciplinary, multi-faceted study of language is also an introduction to what the humanities are, and how they variously elaborate their approaches to the world.

The Institute for the Humanities is blessed to have, during the 2012 Theme Semester on Language, a wide variety of expert faculty fellows who are variously studying language use, and together our fellows shall mount a unique course which allows the sophomore introduction to the varieties of language use and study, also to cutting edge research by top humanities scholars on language. This course will allow the student to work week by week with our unique scholars, each of whom exemplifies a unique kind of approach to one dimension of human language use or another. By the end of the course students will have learned about things as different as translation, the politics of American buzzwords, the creolization of language under conditions of human displacement, exile and interaction, the fate of language in its internet twitter, the role of description in the study of visual art.

This course is an opportunity to work with a range of scholars who are seldom brought together into a single course, turning that course into a prism of language.

What will happen during the seven weeks:

Week One: Introduction to the course and Creoles and Pidgins.

Marlyse Baptista, Professor of Linguistics, Hunting Family Professor, Institute for the Humanities, will provide a linguistic, historical and cognitive overview of pidgins and creoles which happen through the collision of distinct linguistic groups brought together with local linguistic populations through exile, slavery, servitude or other reasons. Relying on her life work in the Cape Verde Islands, she will examine various theories of creole genesis and critically evaluate the role that European and African languages played in their development. She will also investigate the various cognitive processes involved in creole genesis and examine the linguistic properties of these languages.

Week Two: The Politics of Literacy.

Daniel Hack, Associate Professor, English, John Rich Professor, Institute for the Humanities, will present a seminar called "Literacy, Slavery, and the Power of Language." At issue will be the role of literacy and language in the maintenance of, and challenges to, U.S. slavery. The kinds of questions addressed will include: why were slaves in many states forbidden to learn to read and write? What were the perceived practical consequences and symbolic implications of basic literacy—and of linguistic sophistication—on the part of African Americans? What kind of power was attributed to literacy and rhetorical skill, and what was the perceived relationship between such power and physical force? The primary text for this seminar will be *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*.

Week Three: Translation and the Career of the War Horse.

Sean Silver, Assistant Professor, English, Helmut F. Stern Professor, Institute for the Humanities, will choose a short section from Homer and look at translations from George Chapman's magisterial fourteeners to Eric Alt's tongue-in-cheek tweets, with half-a-dozen or so other stops in between, the idea will be to capture a very rough story about the Western imagination, through the vehicle of a single idea or complex image as it travels through time and how the status of "war horse" comes to be attached to this constantly changing set of translations.

Week Four: Models of Translation.

David Porter, Professor of English, Helmut F. Stern Professor, Institute for the Humanities, will lead a session on the theory and practice of translation focusing on Chinese poetry. The session will introduce the dominant models and current debates in translation theory, with illustrative examples from the history of translations of well-known Chinese poems into English and perhaps a sidebar on the great modernist poet steeped in Chinese and its translation, Ezra Pound & the great art historian and museum collector, Fenollosa.

Week Five: How to Say what you See.

Joan Kee, Assistant Professor, History of Art and Helmut F. Stern Professor, Institute for the Humanities, will explore with the class: What does it mean to describe what we see? What language should be used and how? This seminar will deal with the relationship between visuality and language through the lens of contemporary Asian art, a field of inquiry crucially shaped by the transmission and reception of language, and in particular, translation. It will be divided into two parts, beginning with a rough overview of the relationship between text and visual art in East Asia, from the mid-18th century to the present. The second part will put into practice some of the skills in looking, speaking, and writing by examining a selected group of screen-based (including, but not limited to video, film, and Internet) artworks of recent provenance.

Week Six: The Politics of the American Buzzword.

Matt Lassiter, Associate Professor, History and Urban Planning, and John Rich Professor, Institute for the Humanities, will focus on how certain types of language like drug "pusher" and "peddler" evolve over time in political and cultural discourse, and on the implications of this for public policy and racial double standards. The course will study the way buzzwords accumulate meanings and how this excess of meaning shifts with the contours of American culture. It will also range over the politics of profiling through language, relying on writing by George Lakoff, the linguist about how conservatives win policy debates through better framing

devices (newer and livelier buzzwords and sound bites). And on how liberal thinking does the same: changing, as Frank Luntz has argued, "global warming" to "climate change," and the like.

Week Seven: Greek in the Usual, and also in Unexpected Places.

Artemis Leontis, Associate Professor, Classical Studies, Modern Greek, and Hunting Family Professor, Institute for the Humanities, will teach a seminar among the wide range of Greek roots and words in everything from English medical language to popular culture. The course is about the way root languages enter into the fabric of contemporary use without being noticed, but also as a specific way of dignifying certain kinds of language with their linguistic prestige.

Course Requirements: Each faculty member will assign a moderate amount of reading. The course will allow for a creative kind of assignment due at the end, which might simply be a written paper or might be an internet presentation of some particular kind. Students will be encouraged to think out of the box.

Class Format: The course earns the student one credit. It will happen over seven consecutive weeks in W'12, with one two hour session per week (a total of fourteen hours). Each week will be taught by a different fellow.

The course will be stage managed by Daniel Herwitz, Director, Institute for the Humanities, who will introduce it and speak briefly to the question of language today, at once flattened in Internet twitter use and subjected to innovation in the light of the communicative platforms and possibilities of digital technologies. He will also speak briefly to the domination of English, which has become lingua Franca without the franca.

## Law

### LAW 505

### Chinese Law and Legal Institutions

The Chinese world has a rich legal and governance tradition, elaborated over more than 2000 years before the complex encounter with the modernizing "West" (and Meiji Japan) in the 19th century. That long tradition not only exercised definitive influence on other legal systems in East Asia, but continues to shape the PRC's reform-era struggle with "Legal Construction" started in the late 1970s, and democratizing Taiwan's own approach to rule of law in a nominally less authoritarian context. This course will explore major topics in Chinese-world law and legal institutions from the pre-imperial age (before 221 BCE) to the present day. Through selected readings of secondary materials and primary sources in English translation, students will become acquainted with the roots of China's specific legal and governance tradition and work towards an understanding of contemporary Chinese-world institutions, identified practices and supporting assumptions. Specifically, the course will elaborate: the philosophical traditions embodied in Chinese institutions throughout history; imperial establishments from 221 BCE to the middle 17th century; the legal order implemented during China's last imperial dynasty (1644-1911); the effects of China's encounter with a rapidly industrializing "West"; developments during the early Republican, Beiyang Government and then Guomindang single Party-ruled states (and the Communist Party's legal system in "soviets" established in the 1930s); and then the PRC's post-1949 Communist Revolution legal-political order implemented (or not) through the "Anti-Rightist Campaign", the "Great Leap Forward", the "Great Proletarian Cultural Revolution", the beginning of "Reform and Opening to the Outside World" and to the present day which finds the PRC and Taiwan thoroughly entangled with the global trade regime and equally globalized capital markets, the United Nations, public international law and multilateral institutions, and international human rights norms and commitments. Over the semester, the course will focus on specific aspects of legal and institutional development in the modern Chinese world, including criminal law and procedure, commercial and corporate law, the foreign direct investment regime, administrative and constitutional law, the protection of basic human rights, and the PRC's engagement with public international law. At the conclusion of the course, students should be well acquainted with the reality and feasibility of "rule of law" in a Chinese world-





This is an introductory course in Second Language Acquisition (SLA). How adults learn, or fail to learn, a second language is a fascinating question. It involves much of what we know about human cognition, psychology, and language. How best to help learners acquire a second language is an equally important educational issue. In addition to all of the factors which play a role in child language acquisition, SLA also involves effects of variation in second language educational, social and usage environments, ages of acquisition, levels of learner cognitive and brain development, motivation, and language transfer.

This survey course describes the development of Second Language Acquisition as a research discipline and then reviews current cognitive, linguistic, psychological, educational, and interactional perspectives. The relevance of all of these disciplines motivates the cross-listing of the course across the Departments of Linguistics, Psychology, and the English Language Institute, and one goal of the course is to learn from each others' perspectives. Topics include the description of patterns of second language development and the degree to which there is consistency or variation across learners and languages, the question of modularity and the possibility of contributions of innate linguistic, cognitive, and functional universals, the degree to which language is learned and regularity emerges, connectionist and usage-based approaches to language acquisition, learning and instruction, critical periods and language acquisition, and sociocultural and sociolinguistic determinants.

There are two texts, the first a recent survey of different theoretical perspectives on SLA, the second which applies SLA research and its implications in classroom contexts. The course is a lecture / discussion format with 1 exam and an empirical project, undertaken in groups, which investigates one aspect of SLA. Students are expected to read before each class so to be ready to discuss each topic. There will be much opportunity for class discussion and participation.

Text and Readings (Ordered at Michigan Book & Supply)

- Ortega, L. (2009). Understanding second language acquisition. London: Hodder Education. ISBN: 978-0-340-90559-3. Paperback
- Lightbown, P.M., & Spada, N. (2006). How languages are learned. (Third ed.) Oxford: Oxford University Press. ISBN-10: 0-19-442224-0. Paperback
- Electronic coursepack. Readings on the C-tools site.

## **LING 367**

Section 001

## **Languages of Asia**

Credits:

3

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

ASIAN 367 - Languages of Asia, Section 001

Primary Instructor:

Baxter, William H

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



## Program in Manufacturing

**MFG 426**  
Section 001

### Manufacturing Strategies

Credits: 2 (Non-LSA credit).  
Enforced Prerequisites: Sr>  
Advisory Prerequisites: (Enforced)= Senior standing or Graduate standing.  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: IOE 425 - Manuf Strategies, Section 001

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

## Music History and Musicology

**MUSICOL 122**  
Section 001

### Intro World Music

Credits: 3  
Advisory Prerequisites: NON-MUS ONLY.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Castro,Christi-Anne

For students who wish an introduction to musical cultures of a few, select musical areas of the world (such as the Caribbean, West Africa, India, China, and Japan).

**MUSICOL 649**  
Section 001

### Studies in Asian Music: China

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Lam,Joseph S C

Seminar; topics vary.

## Political Science

**POLSCI 140**  
Section 001

### Introduction to Comparative Politics

Credits: 4  
Advisory Prerequisites: Primarily for first- and second-year students.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Clark,William Robert





whose impoverished populations lived within rapidly changing landscapes. Its second phase was more attuned to the problems that entrenched power posed to social change and the challenges of contextual differences. Scholarship in this phase has emphasized more decentralized strategies on development and environment. Participatory and inclusive development and conservation are often viewed as an appropriate solution to excesses and mistakes of past centralized efforts. Most recently, many scholars have moved away from engagement with development or conservation policy and practice, and toward a more critical examination of goals, origins, discourses and outcomes.

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

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

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

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

Class Format: Lecture, 3 hours per week.

**POLSCI 502**  
Section 001

**Humanistic Studies of Historical and Contemporary China**

Credits:	3
Consent:	With permission of instructor.
Advisory Prerequisites:	Permission of instructor.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ANTHCUL 502 - China Humanistic St, Section 001 ASIAN 502 - China Humanistic St, Section 001 CCS 502 - China Humanistic St, Section 001

HISTART 504 - China Humanistic St, Section 001  
HISTORY 548 - China Humanistic St, Section 001  
Rolston, David Lee

Primary Instructor:

This course will examine the present state of research in selected areas of scholarly inquiry in Chinese studies – language, literature, history, religion material culture, and art history – as we interrogate such seemingly commonsense notions as "civilization," "culture," "tradition," "modernity," and above all, "Chineseness." Our goals are to develop good reading skills, stimulate critical thinking, and inspire imaginative approaches to humanistic problems.

**POLSCI 641**  
Section 001

**Proseminar in Comparative Politics**

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May not be repeated for credit.  
Primary Instructor: McElwain, Kenneth Mori  
Instructor: Inglehart, Ronald F

Proseminar designed to provide the participants with an overview of important topics in comparative politics. Each week, the participants will discuss an area of the scholarly literature, usually focusing on a major theoretical controversy. The seminar examines basic methodological questions, competing or alternative conceptual frameworks, and the development of theory.

**POLSCI 688**  
*Section 002*

**Selected Topics in Political Science**  
*Comparative Politics and Reform China*

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May be repeated for credit.  
Primary Instructor: Ang, Yuen Yuen

We examine how the case of reform-era China enriches or challenges conventional wisdom in comparative politics. Each week we contrast literature from China and non-China fields along major themes in politics. The course aims to prepare both graduate students focusing their research on China and those who seek to integrate comparative approaches with area studies.

## Psychology

**PSYCH 344**  
Section 001

**Second Language Acquisition**

Credits: 3  
Advisory Prerequisites: LING 111 or 210.  
Repeatability: May not be repeated for credit.  
Meet Together Classes: ELI 351 - 2nd Lang Acquis, Section 001  
LING 351 - 2nd Lang Acquisit, Section 001  
LING 551 - 2nd Lang Acquisit, Section 001  
Primary Instructor: Ellis, Nick

This is an introductory course in Second Language Acquisition (SLA). How adults learn, or fail to learn, a second language is a fascinating question. It involves much of what we know about human cognition, psychology, and language. How best to help learners acquire a second language is an equally important educational issue. In addition to all of the factors which play a role in child language acquisition, SLA also involves effects of variation in second language educational, social and usage environments, ages of acquisition, levels of learner cognitive and brain development, motivation, and language transfer.

This survey course describes the development of Second Language Acquisition as a research discipline and then reviews current cognitive, linguistic, psychological, educational, and interactional perspectives. The relevance of all of these disciplines motivates the cross-listing of the course across the Departments of Linguistics, Psychology, and the English Language Institute, and one goal of the course is to learn from each others' perspectives. Topics include the description of patterns of second language development and the degree to which there is consistency or variation across learners and languages, the question of modularity and the possibility of contributions of innate linguistic, cognitive, and functional universals, the degree to which language is learned and regularity emerges, connectionist and usage-based approaches to language acquisition, learning and instruction, critical periods and language acquisition, and sociocultural and sociolinguistic determinants.

There are two texts, the first a recent survey of different theoretical perspectives on SLA, the second which applies SLA research and its implications in classroom contexts. The course is a lecture / discussion format with 1 exam and an empirical project, undertaken in groups, which investigates one aspect of SLA. Students are expected to read before each class so to be ready to discuss each topic. There will be much opportunity for class discussion and participation.

Text and Readings (Ordered at Michigan Book & Supply)

- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. ISBN: 978-0-340-90559-3. Paperback
- Lightbown, P.M., & Spada, N. (2006). *How languages are learned*. (Third ed.) Oxford: Oxford University Press. ISBN-10: 0-19-442224-0. Paperback
- Electronic coursepack. Readings on the C-tools site.

## **PSYCH 457**

*Section 001*

## **Current Topics in Developmental Psychology**

*Research Methods in Educational Settings: Global Course Connection*

Credits:	3
Enforced Prerequisites:	One of the following: PSYCH 111, 112, 114, or 115.
Advisory Prerequisites:	PSYCH 250.
Repeatability:	May be elected twice for credit.
Primary Instructor:	Miller, Kevin F

Schooling practices provide a key window into what societies value, as well as into the experiences that shape the next generation of adults. This course will mix instruction on research methods for studying educational settings with hands-on experience conducting research in schools. Students will complete two projects, one using data from large-scale international studies of educational achievement and classroom practices (TIMSS & PISA), and the other a study conducted in a school setting.

The second study will be a cross-cultural one, conducted in collaboration with small groups of students taking a similar course at Beijing Normal University. Students will collaborate with their counterpart group to collect data bearing on educational issues of interest in each country.

This course is part of the UM Global Course Connections (GCC) program, which will optionally provide students with the opportunity to go to Beijing in May and work with their counterpart students to compare results of the studies done in both settings. Students who go on the GCC trip will also have the opportunity to visit Chinese educational settings and work on a service project in schools that serve a migrant population, as well as visiting a variety of Chinese cultural settings in and around Beijing. We will also take a group trip to another Chinese city as part of the experience.

No previous language or culture experience with China is required, nor is participation in the trip. Grades will be based on a mixture of individual papers, a midterm test on research methods, and contribution to the group projects.

## RC Humanities

### **RCHUMS 235**

Section 001

### **Topics in World Dance**

Credits: 3  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Genne, Beth

This course will survey a diversity of dance traditions throughout the world. Students will gain insight into the functions, aesthetics, history, and cultural context of dances within specific societies. Theatrical, religious, popular, and social dance traditions will be examined in a variety of cultures including groups in Africa, Japan, India, South America, Aboriginal Australia, Indonesia (Bali, Java), the Mideast, and others. A variety of broad comparative issues will be explored:

- How does dance reflect the values of the society which produces it?
- How are gender, class, relationships between individual and group, and political and spiritual values displayed through dance structures and movements?
- What is the creative process for producing these dance works?
- How is the visual imagery of dance movement designed and how can an audience decipher it?
- What are the basic elements of dance choreography?
- How do choreographic structures differ cross-culturally?
- How do the training, preparation, and performance practices of dancers differ cross-culturally?
- How do the dances of these cultures employ or integrate other art forms such as music, theater, and costume design?
- How are dance productions evaluated and critiqued within different cultures?

In addition to lectures and readings, the class will feature several guest artist/speaker presentations, viewings of films and videos, and observations of dance rehearsals, classes, and performances.

### **RCHUMS 252**

Section 001

### **Topics in Musical Expression**

*Chinese Instrumental Music Ensemble*

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

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

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

## RC Languages

### **RCLANG 296**

Section 001

Credits:	10
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 225, 226, and 227.
Consent:	With permission of instructor.
Advisory Prerequisites:	ASIANLAN 129 or RCLANG 196.
Lang Req:	This course is part of the Language Requirement sequence.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Sato, Tetsuya

### **Intensive Japanese II**

This course is designed for you to learn Novice-High/Intermediate-Low-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-term amount of materials in one. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language as much as possible while minimizing the use of English. Through extensive communication practice in classroom activities, we will work on developing all four skills (listening, speaking, reading, and writing, using hiragana, katakana and approximately 350 kanji) along with cultural understanding. Most course-related activities are collaborative in nature. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (Prerequisites: successful completion of RCLANG196/ASIANLAN129: Intensive Japanese I or its equivalent. In order to undertake ASIANLAN325: Third Year Japanese, you must pass the Placement Test at the Department of Asian Languages and Cultures).

## Religion

### **RELIGION 202**

Section 001

Credits:	4
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ASIAN 220 - Intr Asian Religions, Section 001
Primary Instructor:	Bhatia, Varuni

### **Introduction to the Study of Asian Religions**









Credits: 3  
Advisory Prerequisites: JR.STD.

When a firm conducts business internationally, it encounters problems and challenges not found in its domestic market. These arise from two different aspects of the international business environment. One aspect involves the crossing of national boundaries, which involves financial, legal, and political differences. The second aspect of the international environment arises from the unique cultural, economic, and political situation within each foreign market where the firm conducts business. This course introduces the student to the various dimensions of the world economy and to the characteristics of foreign countries that are important for economic activity.

**STRATEGY 503**                      **The World Economy**  
Section 001

Credits: 1.5

The march of globalization continues, and international markets are pivotal to the operations of virtually all corporations. As companies intensify their international presence, the need to understand the economic and political challenges associated with the global environment increases. Such challenges are the focus of this course. We will explore the theories and concepts that are crucial to understanding the global location and structure of industries, the politics of trade and investment, and the impact of globalization on firm strategy. Various learning methods are used in the course, including in-class lectures, discussion of current events in the world economy, and case analysis.

**STRATEGY 623**                      **Global Strategy**  
Section 001

Credits: 2.25

Global strategy is a course designed to enable you to make better strategic decisions in a world in which global competition is growing rapidly. The foundational idea in the course is that even in a rapidly globalizing world there remain significant institutional, social, and economic differences across nations. Instead of viewing these differences as an obstacle to profiting from global business, in this course we will take the perspective that these differences provide the central opportunity in global strategy. Firms that are able to identify and implement mechanisms for bridging these differences will be the winners in the global strategy game. The course encompasses three modules. In the first module, we develop frameworks for understanding differences across countries and mechanisms for evaluating global strategic alternatives. In the second module, we proceed to focus in depth on three generic global strategies - adaptation, aggregation, and arbitrage. We finish with a final module on special topics, including an examination of global strategies for entrepreneurial firms. The cases in the course cover a wide variety of national contexts, including developed (Australia, Germany, Japan, Switzerland, UK, USA) and developing (Brazil, China, India) countries.

## University Courses

**UC 202**                                      **U.S. Aviation History & Its Development into Air Power**  
Section 001

Credits: 1



Advisory Prerequisites: Enrollment restricted to first-year students, including those with sophomore standing.  
Repeatability: May not be repeated for credit.  
Meet Together Classes: HISTORY 196 - 1st Yr SS Seminar, Section 001  
Primary Instructor: Wang,Zheng

This seminar will introduce you to diverse scholarship on women in China from the 19th century to the present. Having survived the Opium War and Sino-Japanese War in the 19th century, China entered the twentieth century with agitation to topple the imperial dynasty and revolutions, and ended the century joining global capitalism. How did women live through wars, revolutions, and dramatic social, economic, political and cultural transformations? We will highlight women as historical actors in historical processes and analyze methods and frameworks used by scholars in approaching their various subject matters. The course is organized chronologically with an emphasis on a range of conceptual categories that facilitate our understanding of gender issues in China. The transformation of gender construction, family, marriage, sexual norms, work, political participation, and cultural representation will be studied in relation to China's pursuit of modernity in the global context. The course will end with an examination of Chinese feminist activism today. All readings are in English, which will be supplemented by a variety of visual materials shown in class. The seminar will emphasize reading, writing, and lively class discussions. The class meets twice a week.

**WOMENSTD 302**                      **Sex and Gender in Japan**  
Section 001

Credits: 3  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ANTHRCUL 302 - Sex&Gender in Japan, Section 001  
HISTART 302 - Sex&Gender in Japan, Section 001  
Primary Instructor: Robertson,Jennifer E

This multi-media course explores the relationship among sex, gender, and sexuality in Japanese culture and society past and present. Our exploration covers such subjects and topics as mythology and religion, social hierarchies and demographic changes, sex education, marriage and divorce, parenting, workers and professions, LGBT activism, comic books and anime, robots and cyborgs, and media advertising, among others.

Course Requirements: In addition to completing the readings and assignments for each class and section meeting, students will take two essay-style exams (a study guide will be distributed a week before each exam). There may be a couple of short in-class writing projects. Attendance is mandatory; roll will be taken in and all absences must be approved. Note: Barring approved exceptions, this is a laptop-free class. The brain-hand connection is important for intellectual development, and facilitates both note-taking and writing skills. Cell phones must be completely off or in "airplane mode."

Course grades are based on attendance, class participation, exam results, and the quality of the short papers. Note that I do not use percentages for each of the above variables in averaging your final grade as this not only is logistically impractical but may also be (wrongly) perceived as a way to "game the system." I am looking for intellectual engagement and improvement over the course of the semester. Your peers will set the "curve" based on their scholarly performance. Refer to C-tools for the syllabus, required books and readings, class schedule, assignments, and exam dates.

**WOMENSTD 344**                      **Topics in Gender and Culture**  
*Section 002*                              *Geisha: Art, History and Politics*

Credits: 3  
 Repeatability: May be elected twice for credit.  
 Undergrad and Grad Meet Together Classes:  
     CJS 451 - Topics Japan, Section 001  
     HISTORY 392 - Asian Topics, Section 001  
     HISTORY 592 - Asian Topics, Section 001  
 Primary Instructor: Tonomura, Hitomi  
 Instructor: Okada, Mariko

The “geisha” is a “person (sha) of artistic achievements (gei)” whose image and significance has evolved over the last two centuries into a romanticized icon of the Japanese feminine. This course aims to demystify geisha by exploring their historical antecedents in premodern times and transformation in the nineteenth and twentieth centuries. We will study representations of the geisha in a variety of popular cultural forms, including photographs, films, and novels by carefully addressing the issue of “other-ing” and gendering within the changing political dynamics, both domestic and global. By examining the geisha’s formalized organization, professional rules and cultural practices, such as the arts of kimono, make-up, hairstyle, calligraphy, music, dance, and singing as well as comportment, we will consider the geisha’s role and place in today’s Japanese society. The course, both scholarly and experiential, includes readings, films, a visit to a museum, and hands-on activities. This course offers a one-time opportunity to learn about the geisha from a scholar from Japan trained in geisha arts, who will co-teach with a UM historian.

Course Requirements: Evaluation is based on: two quizzes, two papers (1000 and 2000 words), and a final examination, given in the established final examination time. No prerequisites.

**WOMENSTD 357                      Feminist Practices in a Global Context**  
 Section 001

Credits: 3  
 Advisory Prerequisites: One course in Women's Studies.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Wang, Zheng

Feminist activism has long been a global phenomenon. How do we understand feminist practices in various locations as well as the relationships between feminisms in the east and west, and the local and global? Without assuming a universal course of development of women’s activism, this course adopts a comparative approach to the investigation of particular historical processes of women’s movements in three countries, China, India and the United States. Focusing on feminist activism in the three countries, this course attempts to ground our understanding of globalization in local history, and to illuminate in a concrete way that feminisms in various locations have engendered local, national, and transnational changes. By comparison, we also hope to understand the cultural parameters of each location that have shaped various feminist practices. Personal narratives (in both textual and visual forms) of feminist activists from the three locations constitute the main body of texts for this course. Other readings and documentaries will provide historical backgrounds to these personal narratives. Students will be encouraged to actively participate in analyzing and comparing the textual and visual material in the process of learning diverse feminist issues crossing national borders and from the personal to the political. Besides a historical perspective, the course encourages students to pay close attention to different key words used by feminists in various locations as a method to engage with situated knowledge. This course presumes a willingness to engage in hard thinking, questioning, and respectful listening to the voices (spoken and written) of others. The class meets twice a week.