



## Lieberthal-Rogel Center for Chinese Studies

### **University of Michigan** **Suggested Chinese Course Listings** *Fall 2014*

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

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

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

## ASIAN STUDIES

### **ASIAN 230**

*Section: 001*

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

### **Introduction to Buddhism**

Over the course of its long history, Buddhism has been the most influential and widely practiced religion in Asia. Beginning in India 2500 years ago, it eventually spread to China, Korea, Japan, Tibet, and Mongolia, and to Sri Lanka and throughout Southeast Asia. More recently it has spread to Europe and the Americas.

This course is an introduction to the major themes in Buddhist thought and practice. Beginning with the early teachings associated with the historical Buddha, the course will go on to consider the development of the tradition across Asia. The readings for the course will consist entirely of Buddhist texts in translation.

#### **Course Requirements:**

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

### **ASIAN 234**

*Section: 001*

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

### **Buddhism and Death**

Buddhism is comprised of a complex of traditions, spanning multiple cultures over the course of more than two millennia. Despite its dizzying diversity, there are a number of unifying themes — loosely woven networks of beliefs and practices found throughout Buddhist traditions across time and space. Such themes include the problem of suffering, the goal of liberation, the authority of the Buddha, and the

centrality of texts, to name just a few. The topic of this course — the role of death in Buddhism — stands alongside and in relation to other central aspects of the Buddhist tradition. Why death? From a certain perspective, conceptions and practices of dying, death, and the afterlife are the fundamental concerns of all Buddhists. How does the immanence of death influence the actions of the living? How should one die? What happens at the moment of death? What should be done with the bodies of the dead? Is there an afterlife? What is it that is reborn? We will explore these and other issues as they manifest in distinct cultural contexts (India, Thailand, China, and Japan) and as cross-cultural phenomena. In addition to assigned readings of scholarly articles and translations of primary texts, relevant topics will be addressed in class through lectures, discussions, numerous images, and films.

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

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

## **ASIAN 260**

*Section: 001*

Credits:

4

Requirements & Distribution:

HU, RE

Other Course Info:

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

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

HISTORY 252 - Intro to Chinese Civ, Section 001

Primary Instructor:

Brown, Miranda D

## **Introduction to Chinese Civilization**

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

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

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

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

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

**ASIAN 280***Section: 001*

Credits: 3

Requirements &amp; Distribution: HU

Other: WorldLit

Waitlist Capacity: 99

Repeatability: May be elected twice for credit.

Primary Instructor: Brose, Benjamin

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

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

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

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

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

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

**ASIAN 280***Section: 002*

Credits: 3

Requirements &amp; Distribution: HU

Other: WorldLit

Waitlist Capacity: 99

Repeatability: May be elected twice for credit.

Primary Instructor: Kile, Sarah E

**Topics in Asian Studies***Globalizing China: From Ancient Wisdom to World Literature*

This course provides an introduction to Chinese literature, focusing on its translation and circulation within and outside China from the 17th century to the present. We will examine a variety of texts with reference to the contexts of their translation, considering the various ways in which translation has shaped Western conceptions of China, to what diverse ends translators have aimed their translations, and what happens when these texts circulate in new contexts.

We begin by discussing how Chinese literature, especially poetry, has been construed as particularly difficult to translate, because of the supposed incommensurability of the Chinese written language with other languages.

Next, we will explore the ways in which the translation and circulation of early Chinese classics into Western contexts was animated by interests in ancient Chinese wisdom and spirituality. We then consider

the most recent emergence of a new global notion of Chinese literature and culture, focusing on the two recent Nobel Prizes for literature awarded for Chinese works, and the recent origins of a history of Chinese fiction.

We conclude by comparing the history of adaptations of Chinese drama into European languages with the history of their adaptation within China.

We will approach these topics from any level of familiarity with Chinese literature and culture, seeking to model in our class discussions the diverse ways in which texts can be read and engaged.

All readings will be in English, and some of the Chinese materials will be on reserve at the library for interested students.

### **LEARNING GOALS:**

In this course, you will:

- engage in close analysis of major genres of traditional and modern Chinese literature
- explore the politics and aesthetics of translation and adaptation of texts across space (e.g., China to England) and time (e.g., 3rd c. China to contemporary China)
- articulate how cultural value is determined in different times and places
- learn and develop skills in close reading, exegesis, synthesis of primary and secondary readings, and oral presentation.

### **Course Requirements:**

#### **ASSESSMENT:**

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

### **ASIAN 329**

*Section: 001*

Credits:

3

Requirements & Distribution:

HU

Waitlist Capacity:

99

Repeatability:

May not be repeated for credit.

Primary Instructor:

Auerback, Micah Louis

### **Violence and Nonviolence in the Buddhist Traditions of Asia**

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

This course melds two varieties of humanistic inquiry, the ethico-philosophical with the socio-historical. Students first survey some classical Buddhist approaches to violence and nonviolence, and only then start to evaluate the results of such approaches in a wide range of real Asian social and historical

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

All required course materials will be presented in English translation.

**Course Requirements:** Eleven short weekly reports in response to reading prompts, due the day before

class. One in-class presentation concerning a course reading assignment per student. Midterm medium-length essay assignment covering course readings. Final medium-length essay covering both course readings and sources found by students. No in-class examinations.

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

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

|                              |   |
|------------------------------|---|
| <b>ASIAN 362</b>             | <b>The Travels of the Monkey King in China and Abroad</b> |
| <i>Section: 001</i>          |   |
| Credits:                     | 3   |
| Requirements & Distribution: | HU  |
| Waitlist Capacity:           | 99  |
| Repeatability:               | May not be repeated for credit.                           |
| Primary Instructor:          | Rolston,David Lee   |

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

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

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

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

|                              |  |
|------------------------------|--|
| <b>ASIAN 365</b>             | <b>Doctors in the Ancient World: China, Greece, and Rome</b>                                     |
| <i>Section: 001</i>          |  |
| Credits:                     | 3  |
| Requirements & Distribution: | HU   |
| Waitlist Capacity:           | 99   |
| Repeatability:               | May not be repeated for credit.  |
| Cross-Listed Classes:        | CLCIV 339 - Doctrs Ancient World, Section 001<br>HISTORY 339 - Doctrs Ancient World, Section 001 |
| Primary Instructor:          | Brown, Miranda D   |

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

Our main themes will include:

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

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

**Course Requirements:**

**Assignments:**

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

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

|                              |                                  |
|------------------------------|----------------------------------|
| <b>ASIAN 368</b>             | <b>How Different is Chinese?</b> |
| <i>Section: 001</i>          |                                  |
| Credits:                     | 3                                |
| Requirements & Distribution: | HU                               |

Waitlist Capacity: 99  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: LING 368 - How Different is Chn, Section 001  
Primary Instructor: Baxter, William H

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

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

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

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

|                              |  |
|------------------------------|--|
| <b>ASIAN 381</b>             | <b>Junior/Senior Colloquium for Concentrators</b>                        |
| <i>Section: 001</i>          | <i>Research: Senior Project in Asian Studies</i>                         |
| Credits:                     | 3  |
| Requirements & Distribution: | ULWR   |
| Waitlist Capacity:           | 99   |
| Enforced Prerequisites:      | At least one course in Asian Studies (ASIAN) with a minimum grade of C-. |
| Advisory Prerequisites:      | Asian Studies majors with junior or senior standing.                     |
| Other Course Info:           | W.   |
| Repeatability:               | May not be repeated for credit.  |
| Primary Instructor:          | Rolston, David Lee   |

The purpose of this course is to ensure that Asian Studies concentrators (or upperclass students with a strong interest in Asian Studies) gain competence (and confidence) in the discipline of Asian Studies through analyzing and presenting arguments concerning topics that have generated debate in the field or that illustrate important aspects of the field. To that end, we will be reading and comparing a wide variety of shorter writings and doing a number of class and written exercises. For the purposes of this class, it is better to concentrate on shorter types of writing rather than entire books in that the former present a complete and stand-alone approach to a topic and, thus, are a better model for the students' own writing at this point. Their shortness allows, as a practical matter, to look at a wider variety of approaches to the same basic subject matter. Articles will be examined not only for their content but, more particularly, for how they marshal evidence and the costs and benefits attached to different ways of presenting evidence. Students will have some input in selecting some of the topics to be covered in class. Many of the exercises and readings for the class are designed to make students be more self-conscious about the practice of doing Asian Studies and their own relationships to how knowledge is generated in the field.



**ASIAN 550***Section: 001*

Credits:

Waitlist Capacity:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

**Seminar in Cultural and Comparative Studies of Asia***Narration, Translation, and Discipline in Asian Studies*

3

99

Graduate standing.

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

Mandair, Arvind-Pal Singh

In this seminar, the students are introduced to a set of theoretical topics and key concepts that are relevant to the comparative and critical study of Asia. Rather than focusing on a particular region, historical period, or disciplinary perspective, the course seeks to equip students with tools essential for a sophisticated and compelling analysis of a variety of regions, historical periods, and disciplinary perspectives. These tools will allow them to move more easily across the disciplines of Asian studies by, among other things, exploring the historical foundations of those disciplines.

The syllabus offers a variety of strategies for understanding Asian cultures, pairing readings in social theory with monographs that concern specific Asian materials. It is our hope that students will thereby gain a purchase on critical theory and productive ways of using it in the study of cultures across national and/or disciplinary boundaries. The seminar is designed both to provide an introduction to Asian Studies as a field and to encourage the development of critical skills.

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

## ASIAN LANGUAGES

**ASIANLAN 100***Section: 001, 002*

Credits:

Credit Exclusions:

Waitlist Capacity:

Consent:

Repeatability:

Primary Instructor:

**Accelerated Elementary Chinese**

3

ASIANLAN 101.

99

With permission of instructor.

May not be repeated for credit.

Zhong, Yan

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

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

Students successfully completing this course will continue on into ASIANLAN 102.

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

**ASIANLAN 101**

*Section: 001, 010*

Credits:

Credit Exclusions:

Repeatability:

Primary Instructor:

**First Year Chinese I**

5

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

May not be repeated for credit.

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

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

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

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

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

**ASIANLAN 104**

*Section: 001, 002, 003*

Credits:

Credit Exclusions:

Waitlist Capacity:

Repeatability:

Primary Instructor:

**First Year Chinese for Mandarin Speakers**

4

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

99

May not be repeated for credit.

Gu, Karen

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

**Intended Audience:** Students must have the permission of the instructor in order to register for this course. Most students will receive this permission via a placement test before fall classes begin. For test information, please refer to [www.lsa.umich.edu/asian/language/](http://www.lsa.umich.edu/asian/language/).

**ASIANLAN 201***Section: 001, 010*

Credits:

Credit Exclusions:

Enforced Prerequisites:

Advisory Prerequisites:

Other Course Info:

Repeatability:

Primary Instructor:

**Second Year Chinese I**

5

No credit granted to those who have completed or are enrolled in ASIANLAN 203.

(ASIANLAN 102 or 103) or by Assignment of ASIANLAN 201 by Placement Test.

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

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

May not be repeated for credit.

Yin,Haiqing

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

- improve their listening and speaking proficiency;
- achieve a solid reading level with the roughly 500 new vocabulary entries introduced over the ten lessons; and
- learn to express themselves clearly in writing on a variety of covered topics using learned grammar patterns and vocabulary.

These goals are approached through grammar lectures, in-class drills and listening/speaking activities, oral presentations, and regular quizzes/tests, collectively covering all four proficiency areas (listening, speaking, reading and writing). By the completion of ASIANLAN 201, students should be able to read and write approximately 500 characters, they can talk with native speakers on topics such as shopping, college life, relationship, education and so on.

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

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

**ASIANLAN 204***Section: 001*

Credits:

Other:

Credit Exclusions:

Waitlist Capacity:

Enforced Prerequisites:

Other Course Info:

Lang Req:

Repeatability:

Primary Instructor:

**Second Year Chinese for Mandarin Speakers**

4

Lang Req

No credit granted to those who have completed or are enrolled in ASIANLAN 201, 202, or 203.

99

ASIANLAN 104. Those who have not taken ASIANLAN 104 must take the placement test in order to register for this course.

conducted in Chinese.

This course is part of the Language Requirement sequence.

May not be repeated for credit.

Levin, Qiuli Zhao

This course is a continuation of ASIANLAN 104. It is designed for students with native or near-native speaking ability in Chinese. By the end of this course, students will be able to read intermediate-level

materials and write short essays of 500 characters. Coursework will be graded on the basis of classroom performance, quizzes, tests, and homework assignments.

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

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

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

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

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

|                         |  |
|-------------------------|--|
| <b>ASIANLAN 304</b>     | <b>Third Year Chinese for Mandarin Speakers</b>                  |
| <i>Section: 001</i>     |  |
| Credits:                | 4  |
| Waitlist Capacity:      | 99   |
| Enforced Prerequisites: | ASIANLAN 204 or by Assignment of ASIANLAN 304 by Placement Test. |
| Other Course Info:      | Taught in Chinese.   |
| Repeatability:          | May not be repeated for credit.                                  |
| Primary Instructor:     | Liu,Wei  |

The emphasis of training is in reading and writing although oral activities remain part of the course requirement. The textbook, A New Chinese Course, carries authentic articles reflecting various aspects of life in contemporary China. Students will be exposed to advanced-level language structures, expressive styles, and cultural knowledge relevant to selected topics. It is expected that, assisted by web searches for

up-to-date information as well as classroom discussions, students will build their vocabulary and sentence patterns from each lesson, and learn to recognize and use a variety of linguistic registers in both their oral and writing practice.

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

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

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

|                         |  |
|-------------------------|--|
| <b>ASIANLAN 305</b>     | <b>Intermediate Spoken Chinese I</b>                                     |
| <i>Section: 001</i>     |  |
| Credits:                | 2  |
| Waitlist Capacity:      | 99   |
| Enforced Prerequisites: | ASIANLAN 202 or 203; or by assignment of ASIANLAN 305 by Placement Test. |
| Repeatability:          | May be elected twice for credit.   |
| Primary Instructor:     | Liu,Wei  |
| Instructor:             | Zhong,Yan  |

This course, designed as a spoken supplement to post-second-year Chinese core courses, is intended to help non-native-speaking students strengthen their oral/aural competence. Class sessions are structured around themes, integrating theme introduction, discussions, student presentations, and question/answer exchanges. This structure is designed to equip students with pronunciation practice, vocabulary, and sample organizational structure necessary for their presentation on the given topic.

No textbook is required for the course. All necessary materials will be available either at the CTool website for ASIANLAN 305 (Intermediate Spoken Chinese I), or via handout.

Upon completing this course, students will develop language skills in presenting their opinions, analysis and feelings on issues concerning China and the international community, including various aspects of economy, history, and culture.

## CHINESE STUDIES

|                         |  |
|-------------------------|--|
| <b>CCS 501</b>          | <b>Social Scientific Studies of Historical and Contemporary China</b>  |
| <i>Section: 001</i>     |  |
| Credits:                | 3  |
| Consent:                | With permission of department.   |
| Advisory Prerequisites: | Permission of instructor.  |
| Repeatability:          | May be elected twice for credit.   |
| Cross-Listed Classes:   | ANTHRCUL 501 - China Social Science, Section 001<br>ASIAN 501 - China Social Science, Section 001<br>HISTORY 549 - China Social Science, Section 001<br>POLSCI 501 - China Social Science, Section 001 |

Primary Instructor: SOC 527 - China Social Science, Section 001  
Gallagher, Mary E; homepage

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

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

## COMPARATIVE LITERATURE

### COMPLIT 434

*Section: 001*

Credits:

Other:

Advisory Prerequisites:

Repeatability:

Meet Together Classes:

Primary Instructor:

### Comparative Studies in Poetry

*Contemporary Chinese Poetry*

3

WorldLit

Junior standing.

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

ASIAN 380 - Topic Asia Study, Section 001

Tang, Xiaobing

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

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

All reading materials will be made available through CTools.

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

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

**COMPLIT 490***Section: 002*

Credits:

Other:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

**Comparative Cultural Studies***Modernism and the Avant-Garde*

3

WorldLit

Junior standing.

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

Tang,Xiaobing

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

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

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

**EDUCATION****EDUC 708***Section: 001*

Credits:

Enforced Prerequisites:

Advisory Prerequisites:

Other Course Info:

Repeatability:

Meet Together Classes:

Primary Instructor:

**Cogn&Instr Classrm**

3 (Non-LSA credit).

Doc Level

EDUC 606 or equivalent.

(non-LSA).

May not be repeated for credit.

PSYCH 958 - Special Sem Developm, Section 003

Miller, Kevin F

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

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

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

**Class Format:** Discussion of readings with student presentations

## ECONOMICS

### **ECON 360**

### **The Developing Economies**

*Section: 001*

Credits: 3  
Requirements & Distribution: SS  
Waitlist Capacity: unlimited  
Enforced Prerequisites: ECON 101 (completed with a minimum grade of C or better).  
Advisory Prerequisites: ECON 102 (unless ECON 101 completed with B or higher).  
Repeatability: May not be repeated for credit.  
Primary Instructor: Cai,Jing

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

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

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

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

### **ECON 445**

### **The Economy of the People's Republic of China**

*Section: 001*

Credits: 3  
Waitlist Capacity: unlimited  
Enforced Prerequisites: ECON 401 (completed with a minimum grade of C- or better); OR Graduate standing.  
Repeatability: May not be repeated for credit.  
Rackham Information: Rackham credit requires additional work.  
Primary Instructor: Cai,Jing

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



market evolution, we will examine the role of the state in detail, as well as the all-important role of the global economy in China's growth experience. In addition to historical analysis, we will discuss China in the world today and its prospects for the next generation.

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

## HISTORY

### **HISTORY 204**

### **East Asia: Early Transformations**

*Section: 001*

Credits:

4

Requirements & Distribution:

HU, RE

Other:

WorldLit

Cost:

>100

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

ASIAN 204 - E Asia:Early Trans, Section 001

Primary Instructor:

de Pee,Christian

This course offers an overview of more than three thousand years of East Asian history, from ca. 1600 BCE through ca. 1800 CE. Since every such survey must be selective, this course will emphasize political, social, and cultural transformations. Aided by the course textbook, we will inquire into the nature of political power, the succession of dynasties and military regimes, the growth and spread of religions, and the transformation of family structures, economies, and diplomatic relations.

The course will introduce the different, distinct histories of China, Korea, and Japan, but will also chart the interactions between these cultures, following the travels of monks and merchants, diplomats and conquerors, across the islands and continents.

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

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

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

### **HISTORY 354**

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

*Section: 001*

Credits:

4

Requirements & Distribution:

SS

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

ASIAN 354 - War & Revol in China, Section 001

Primary Instructor: Cassel, Par Kristoffer

This course will explore rebellions and revolutions in China, from the White Lotus rebellion in the late 18th century through social protests during the last decades of the 20th century. Although the subject matter will be arranged chronologically, different time periods will be used to highlight different themes in the Chinese "revolutionary tradition." The course will draw on selected readings from secondary sources, as well as fiction and translated primary sources. The course should enable students to identify and explain the significance and relevance of major figures, terms, events and institutions in Chinese political and social history from 1790 to 2000 by using supporting evidence from course readings. Students will acquire a nuanced and critical understanding of how the transformation in China in the 19th and 20th centuries has been characterized by both continuity and rupture.

**Course Requirements:** Grades based on class participation (10%), one short paper (30%), one midterm exam (20%), and one final exam (40%). Paper topics should be chosen in consultation with the instructor.

**Intended Audience:** No prior knowledge of China or Chinese is required. Sophomore and upperclass students with little or no prior knowledge of China.

**Class Format:** 3 hours each week in lecture format.

## **HISTORY 472**

*Section: 001*

Credits:

Waitlist Capacity:

Repeatability:

Primary Instructor:

## **Topics in Asian History**

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

3

unlimited

May be elected three times for credit.

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 course will follow a chronological order, but the historical tradition of each intellectual paradigm and the historical context of every major political movement will be analyzed first. The major topics this term include Kang Youwei, Sun Wen, Jiang Jieshi, Chen Duxiu, and Mao Zedong, and their most influential followers.

## **HISTORY 496**

*Section: 002*

Credits:

Requirements & Distribution:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

## **History Colloquium**

*Ideologies and Empires in Chinese History*

4

ULWR

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

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

Chang, Chun-Shu

This course will examine the major functioning ideologies behind the rise, constitution, and transformation of the powerful empires in Chinese history. We will first start our main discourse on the First Empire, the Qin, established by Ying Zheng (The First Emperor, r. 221-210 B.C.) in 221 B.C. and the Han Empire under Han Wudi (Liu Che), 141-87 B.C., under Legalism and New Confucianism. Then we will discuss the endless transformations of the Chinese Empire under the impact of such "isms" as "Socialism" and "Communism" (Chinese and foreign); Daoism (both philosophy and religion); and

Buddhism (both in high culture and in popular spheres). Finally, we come to examine the Chinese Empire in Ming-Qing (Ch'ing) times (16th-19th centuries). In essence, the lectures, readings, class discussions, and written papers this term will focus on SEVEN (7) major areas of studies:

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

### **HISTORY 539**

*Section: 001*

Credits:

Waitlist Capacity:

Advisory Prerequisites:

Repeatability:

Cross-Listed Classes:

Primary Instructor:

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

3

unlimited

Reading knowledge of Chinese.

May not be repeated for credit.

ASIAN 539 - Documentary Chinese, Section 001

CCS 539 - Documentary Chinese, Section 001

Cassel,Par Kristoffer

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

### **HISTORY 698**

*Section: 004*

Credits:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

### **Topics in History**

*History & Historiography of the Tang and Song Dynasties*

3

Graduate standing.

May not be repeated for credit.

de Pee,Christian

A History reading seminar. Topics vary.

## **HISTORY OF ART**

### **HISTART 385**

*Section: 001*

Credits:

Requirements & Distribution:

Repeatability:

Primary Instructor:

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

3

HU

May not be repeated for credit.

Powers,Martin J

Professionals in the humanities, law, business, government, the social sciences, and history frequently need to understand and assess current human rights practices in China as well as possibilities for the future of human rights there. Yet, to make such an assessment requires some understanding of the ways in which questions of law, justice, equality, and open speech were framed, conceived, and contested in Chinese history. This course spans two millennia of visual and textual material with the aim of introducing students to the images, the topics, and the terms that dominated debates relating to human rights issues in classical, medieval, and late imperial China. Students will become familiar with relevant materials through readings and lectures, with lectures making extensive use of visual documents (paintings and artifacts) and select passages from historical sources. The course begins with a consideration of opposing views on the universality of human rights, as well as the politics of the historical representation of Others. The bulk of the course is devoted to case studies of key moments in the development of human rights debates over Personhood, Equality, Justice, and Freedom of Speech in China. We shall read some of the key arguments from the classical, medieval, and early modern periods, and consider as well the institutionalization of these arguments and concepts in political structures, as well as in social and artistic practice. Because the modern discourse of human rights evolved out of Enlightenment debates in England and Europe, the course culminates in a special section on debates on human rights involving “China” during the Enlightenment.

No cost for materials.

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

**Course Requirements:** Requirements include 3 quizzes; an annotated bibliography of readings relevant to one of the topic areas covered in the course; and a short paper (5-7 pages).

### **HISTART 393**

*Section: 007*

Credits:

Requirements & Distribution:

Advisory Prerequisites:

Other Course Info:

Repeatability:

Primary Instructor:

### **Undergraduate Seminar**

*Modernistic Readings of Early Modern Asian Art*

3

RE

Previous course work in the History of Art.

W.

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

Powers, Martin J

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

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

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

## LINGUISTICS

### LING 102

*Section: 001*

Credits:

Requirements & Distribution:

Other:

Waitlist Capacity:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

### First Year Seminar (Humanities)

*Consonants and Vowels in the World's Languages*

3

HU

FYSem

99

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

May not be repeated for credit.

Duanmu, San

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

### LING 103

*Section: 001*

Credits:

Requirements & Distribution:

Other:

Waitlist Capacity:

Advisory Prerequisites:

Repeatability:

Primary Instructor:

### First Year Seminar (Social Science)

*Decipherment*

3

SS

FYSem

99

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

May not be repeated for credit.

Baxter, William H

Much of what we know about early civilizations results from the decipherment of ancient scripts and languages. To decipher an unknown script, one needs to understand how languages and writing systems work; it also helps to have good decipherment strategies and luck.

This course will examine some successful decipherments of the past (such as that of Egyptian hieroglyphs and of Mesopotamian cuneiform), recent breakthroughs (such as the decipherment of the Maya script), and cases that are still being worked on. Linguistic, geographical, and historical background information will be provided as needed. There will be frequent exercises (usually weekly), based on real examples.

**LING 313** **Sound Patterns***Section: 001*

Credits: 3  
Requirements & Distribution: ULWR, SS  
Advisory Prerequisites: LING 111 or 210.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Duanmu, San

This course explores two fundamental aspects of the sounds of human languages: speech sounds as physical entities (phonetics) and as part of a linguistic system (phonology). In viewing sounds as physical elements, the focus is articulatory descriptions: How are speech sounds made? What types of articulatory movements and configurations are used to differentiate sounds in the world's languages? In this part of the course, the goal is to learn to produce, transcribe, and describe in articulatory and acoustic terms many of the sounds known to occur in human languages. In the second part of the course, the focus is on sounds as members of a particular linguistic system.

Phonological data from various languages are analyzed — that is, regularities or patterns in sound distribution are extracted from the data set and then stated within a formal phonological framework. Throughout the course, a major emphasis is that speech sounds are simultaneously physical and linguistic elements, and that these two aspects are interdependent.

Class sessions will consist of lectures, phonetic practice, and discussion of phonological data sets. Course grades will be based on assignments, a midterm exam, and a term project.

**LING 993** **Graduate Student Instructor Training Program***Section: 001*

Credits: 1  
Advisory Prerequisites: Must have GSI award. Graduate standing.  
Grading: Grading basis of 'S' or 'U'.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Duanmu, San

A seminar for all beginning graduate student instructors, consisting of a two day orientation before the term starts and periodic workshops/meetings during the Fall Term. Beginning graduate student instructors are required to register for this class.

**MUSIC COMPOSITION****COMP 421** **Creative Comp***Section: 001*

Credits: 3  
Waitlist Capacity: 10  
Advisory Prerequisites: MUS&NON-MUS.  
Repeatability: May be repeated for credit.  
Primary Instructor: Schoenfeld, P

An introduction to composition for students interested in concentrating on original creative work in contemporary idioms. Individual instruction is provided for student projects. Also includes biweekly lectures on appropriate aspects of musical language and composition craft.

## MUSICOLOGY

### **MUSICOL 547**

*Section: 001*

Credits:

Advisory Prerequisites:

Repeatability:

Cross-Listed Classes:

Primary Instructor:

### **Introduction to Ethnomusicology**

3

Graduate standing and permission of instructor.

May not be repeated for credit.

ANTHRCUL 546 - Int Ethnomus, Section 001

Lam, Joseph S C

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

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

**Intended Audience:** Graduate only.

## POLITICAL SCIENCE

### **POLSCI 497**

*Section: 001*

Credits:

Waitlist Capacity:

Advisory Prerequisites:

Repeatability:

Meet Together Classes:

Primary Instructor:

### **Undergraduate Seminar in Comparative and Foreign Government**

*Development and the Quality of Governance*

3

99

Senior standing; primarily for seniors concentrating in Political Science.

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

INTLSTD 401 - IS Advanced Seminar, Section 007

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.

## RC HUMANITIES

### **RCHUMS 252**

*Section: 001*

Credits:

Requirements & Distribution:

Repeatability:

Primary Instructor:

### **Topics in Musical Expression**

*Chinese Instrumental Music Ensemble*

2

CE

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

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.

## SOCIOLOGY

### **SOC 10**

*Section: 003*

Credits:

Requirements & Distribution:

Other:

Waitlist Capacity:

Advisory Prerequisites:

Other Course Info:

Repeatability:

Primary Instructor:

### **First Year Seminar in Sociology**

*Globalization, Culture, and Social Change*

3

SS

FYSem

99

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

May not be included in a Sociology major.

May not be repeated for credit.

Thornton, Arland D

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