

China Related Courses

Fall 2015

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/.

Important Notes to MA Students:

- *Many of the China related courses listed below are taught by CCS faculty associates. The courses may be cross listed with other classes (for example, Asian often has a counterpart in History), but are listed here only once under the faculty instructor's primary department. Please see **East Asia Courses** for full listings of all cross sections of classes.*
- *Incoming students to the masters program in Chinese Studies are required to take CCS 501, a core course, in the Fall. Please contact academic services at CCS if you encounter problems with registration.*
- *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.*
- *Independent study courses are also offered through CCS and can be taken for special topics or in conjunction with undergraduate courses requiring extra work for graduate credit. This can be arranged by contacting the instructor for permission and then re-classifying the course for credit. Contact CCS academic services.*
- *The **East Asia Courses** list provides a comprehensive listing of ALL East Asia-related courses including language classes in Japanese, Korean or Tibetan; Asian American history and culture; and so on, in departments and schools across the University of Michigan. This resource is meant to be a guide only—explore additional courses in your areas of interest. Feel free to take global survey classes, for example—these courses can also be counted toward the masters degree if the final paper/project focuses on China (with approval of faculty advisor).*

For student registration deadlines, see <http://www.ro.umich.edu/calendar/fa15deadlines.php>

American Culture

AMCULT 214

Section: 001

Introduction to Asian/Pacific American Studies

Credits:

3

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

ASIANPAM 214 - Asian/Pacif Amer St, Section 001

Primary Instructor:

Desai, Manan R.

In his incendiary introduction to *Aiiieeeee!* (1974), the playwright and novelist Frank Chin described Asian America as made up of those "Chinese and Japanese Americans, American-born and -raised, who got their China and Japan from the radio, [...] from the pushers of white American culture." Chin's anthology for Asian American literature did far more than define a literary tradition; he was imagining a racial and politicized community in the U.S., one defined in opposition to white America. This course

takes Chin's declaration and narrow definition as a point of departure, exploring the ways in which Asian Americans (including South and South East Asian Americans that Chin never mentions) have constantly interrogated the meanings of both Asian American and American identity. Drawing from scholarship, historical materials, film, television, and other forms of popular culture, we will ask key questions:

- What are the origins of the term "Asian American"? In what ways has the term been inclusive, exclusionary, and/or strategic?
- How do Asian Americans fit into larger debates about race and immigration?
- What kind of stereotypes have been constructed about Asian people over the course of American history?
- What was the Asian American movement of the late 1960s, and how does its legacy continue?
- How have artists, activists, and ordinary people helped define the stakes of "Asian America"?

Anthropology, Cultural

ANTHRCUL 333

Section: 001

Non-Western Legal Systems, I

Credits: 3
Advisory Prerequisites: Sophomore standing.
Repeatability: May not be repeated for credit.
Primary Instructor: Owusu, Maxwell K

The nature, function, and development of law. Law and society. Problems of social control: why is law obeyed in societies without courts and in societies with courts. Dispute settlement procedures and the judicial process; civil and criminal law; principles of liability for legal wrongs; women, class and community; the impact of Western law on customary, tribal, or aboriginal law. Case studies from Africa, Middle East, Asia, Europe, the Americas. A good introduction to comparative law from an anthropological perspective. Requirements: four 3-5 page papers, or three 6-8 page student papers. Lecture/discussion format.

ANTHRCUL 402

Section: 001

Chinese Society and Cultures

Credits: 3
Consent: With permission of instructor.
Advisory Prerequisites: Junior Standing
Repeatability: May not be repeated for credit.
Primary Instructor: Mueggler, Erik A

The twentieth century was a time of enormous change in mainland China: two revolutions, civil war, famine, cultural upheaval, and many episodes of massive economic, social, and political restructuring.

- What was life like in the twentieth century for farmers, urban people, men and women, and ethnic and cultural minorities?
- What are their lives like today?

- What were experiences of sex, food, work, religion, and family life, and how have these experiences been transformed?
- In the last five years, a new anthropological literature on China has begun to probe these questions in rich detail. We explore this literature in this seminar to build an understanding of daily life for China's diverse populations through the twentieth century and today. We also examine questions of method: how best can we study and understand the historical transformations of daily life?

Course Requirements: Students will participate actively in class, lead a class discussion, and write one short review paper and one research paper

Asian Studies

ASIAN 230

Section: 001

Introduction to Buddhism

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

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

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

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

ASIAN 260

Section: 001

Introduction to Chinese Civilization

Credits:	4
Other Course Info:	No assumed knowledge of Chinese history, culture, or language required.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 252 – Intro to Chinese Civ, Section 001
Primary Instructor:	Brown, Miranda D

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

- 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%); 3 short papers (60%).

ASIAN 264

Looking at Traditional China through its most famous novel, The Story of the Stone

Section: 001

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

In this class we will try together to get a better understanding of traditional Chinese culture by reading and discussing a novel that has both been praised as a veritable encyclopedia of Chinese life and mattered deeply to countless Chinese readers, some of whom read it year after year. Because the novel focuses on life within the household and the majority of its major characters are female, one of the foci of the course will be on the life of Chinese women during the time the novel was written.

Class meetings will feature a number of different activities. One of these will be informal debates on specific topics. Topics to be debated can be the questions to think about indicated in the class schedule below or may be chosen by the class. In the second half of the term, groups of three students (respectively taking the positions of pro, con, and judge) will also be asked to present to the class brief materials (articles, chapters from books) that they will read but the rest of the class will not. Finally, I may introduce topics for debate in class by means of illustrations, overhead transparencies, or video material. The main goal of the various debates will be to permit us to get a wider and richer view of the novel and the culture that produced it, but we will also be interested in relating what we see in the novel to life around us and material we have learned in other contexts. The procedure of debating topics from different points of view will also help us be more critical about our own beliefs and predilections.

ASIAN 313

Modernism and Modernity in East Asian Fiction

Section: 001

Credits: 3

of the course, we will investigate the relationship between writing and gender, asking how people described gender and sexuality in letters, poetry, plays, novels, and short stories. We engage these experimental, utopian, or prescriptive gendered textual spaces with an interest to understand how people conceived of the delights and dangers, possibilities and constraints of the negotiations between their bodies and texts. We will occasionally take our investigation beyond the textual realm to consider other sorts of objects: paintings, decorative objects, book illustrations, and theatrical performance. We will conclude by evaluating attacks on the traditional sex-gender system by feminist modernizing movements at the turn of the 20th century.

ASIAN 362

The Travels of the Monkey King in China and Abroad

Section: 001

Credits: 3
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. Students will be graded on class participation, one short and one longer paper, and a final exam.

ASIAN 368

How Different is Chinese

Section: 001

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

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.

ASIAN 370

Section: 001

Acupuncture: Historical and Contemporary Transformations

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

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

- the basic conceptual vocabulary of acupuncture;
- the historical roots and cultural background of acupuncture during the classical period (206 BCE-220 CE);
- the historical transformations of acupuncture in middle-period and early-modern China (9th century to 18th century);
- 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 389

Section: 001

Asian Business Culture

Credits: 4
Advisory Prerequisites: At least one Asian culture course on history, economics, politics or popular culture.
Repeatability: May not be repeated for credit.
Cross-Listed Classes: POLSCI 388 – Asian Business, Section 001
Primary Instructor: Auerback, Micah Louis

Sony, Samsung, Xiaomi: Where did these Asian giants of industry come from, and where is the economy of East Asia heading? This course will approach the successes of business in East Asia from historical and anthropological viewpoints. In it, we will approach “business” not as a single game with universal rules, but rather as a result of specific historical and cultural processes that precede this century and our own lifetimes. No prerequisites in coursework or language study. All are welcome.

Intended Audience: Undergraduates in the following Schools/Colleges: LSA (Political Science, International Studies, Asian Studies, Economics, Sociology, Communication Studies, Organizational Studies, History), Stephen M. Ross School of Business, and Gerald R. Ford School of Public Policy.

ASIAN 480

Section: 001

Strange Ways

Credits: 3
Repeatability: May be elected four times for credit. May be elected more than once in the same term.
Primary Instructor: Erin, Brightwell

How do people deal with the unfamiliar? What frightens them most? What is it that makes something threatening? In this course, we will apply such questions to the writings of pre-modern and early modern Japan and China. In both countries, there is rich and varied tradition of literature on the strange or supernatural that stretches back more than a millennium. But rarely, if ever, are these accounts solely about the ghosts, monsters, and foreigners they feature. In addition to making “good reading,” they also reflect worldviews and concerns of the readers and writers of their day and often can be read as attempts to create or subvert an existing order.

Looking at Japan and China together is not to suggest that we can map one tradition onto the other. Rather, it is intended to give us a way to critically examine the evolution of similar genres of writing in different yet not entirely unrelated contexts. Drawing on secondary scholarship on “fantastic” writing in multiple traditions, we will work towards enhancing our appreciation of these works not as mere diverting stories but rather as commentaries on and refractions of the world around them.

ASIAN 537

Section: 001

Rethinking China after 1949: New Approaches in PRC Cultural Studies

Credits: 3
Repeatability: May not be repeated for credit.
Primary Instructor: Wilcox, Emily Elissa

This course is designed to introduce and inspire innovative research in the interdisciplinary cultural studies of socialist China, through a combination of secondary source readings and original research based on primary sources.

ASIAN 550

Section: 001

Critical Introduction to Asian Studies

Credits: 3

Advisory Prerequisites: Graduate Standing.
Repeatability: May be elected three times for credit. May be elected more than once in the same term.
Primary Instructor: Jackson, Reginald Roland

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 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 100
Section: 001, 002, 003

Accelerated Elementary Chinese

Credits: 5
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 100, 101, 102 or 103.
Consent: With permission of instructor.
Repeatability: May not be repeated for credit.
Primary Instructor: Liu, Wei

Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 100, 101, 102 or 103.
Repeatability: May not be repeated for credit.
Primary Instructor: Li-Stevenson, Jinyi

In this course, students are expected to achieve control of the sound system (especially the 4 tones), basic sentence patterns, aural comprehension, daily conversations and writing characters. 374 characters will be introduced in this course.

Textbooks: Integrated Chinese (Level One, Part I) — Textbook, Workbook, Character Workbook (all in Simplified Character Edition).

Course Requirements: Students are required to perform skits in front of the class almost every week. A written quiz or test will be given every Tuesday and Thursday. Attendance is taken every day.

Intended Audience: ASIANLAN 101 is an introductory course for students who do not understand or speak any Chinese. (If you speak Chinese, the right course for you is ASIANLAN 104, Reading and Writing Chinese I.)

Class Format: Students have class one hour per day. Tuesdays and Thursdays are lectures; Mondays, Wednesdays and Fridays are recitations. Students are required to register for both a lecture section and a recitation section.

ASIANLAN 104 **First Year Chinese for Mandarin Speakers**
Section: 001, 002

Credits: 4
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 100, 101, 102 or 103.
Repeatability: May not be repeated for credit.
Primary Instructor: Gu, Karen

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

ASIANLAN 104 **First Year Chinese for Mandarin Speakers**
Section: 003

Credits: 4
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 100, 101, 102 or 103.
Repeatability: May not be repeated for credit.
Primary Instructor: Levin, Qiuli Zhao

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

ASIANLAN 201
Section: 001

Second Year Chinese I

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 203.
Enforced Prerequisites:	(ASIANLAN 102 or 103) or by Assignment of ASIANLAN 201 by Placement Test.
Other Course Info:	Students who are native or near-native Mandarin Chinese speakers are not eligible for this course.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Li-Stevenson, Jinyi

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

ASIANLAN 201
Section: 010

Second Year Chinese I

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 203.
Enforced Prerequisites:	(ASIANLAN 102 or 103) or by Assignment of ASIANLAN 201 by Placement Test.
Other Course Info:	Students who are native or near-native Mandarin Chinese speakers are not eligible for this course.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Yin, Haiqing

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

- 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

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. Those who have not taken ASIANLAN 104 must take the placement test in order to register for this course.
Other Course Info:	conducted in Chinese.
Repeatability:	May not be repeated for credit.
Primary Instructor:	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.

ASIANLAN 301

Section: 001

Third Year Chinese I

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 303 or 304.
Enforced Prerequisites:	(ASIANLAN 202 or 203) or by Assignment of ASIANLAN 301 by Placement Test.

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

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

ASIANLAN 301
Section: 002, 003

Third Year Chinese I

Credits: 5
Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 303 or 304.
Enforced Prerequisites: (ASIANLAN 202 or 203) or by Assignment of ASIANLAN 301 by Placement Test.
Repeatability: May not be repeated for credit.
Primary Instructor: Zhong, Yan

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

ASIANLAN 304
Section: 001

Third Year Chinese for Mandarin Speakers

Credits: 4
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.

ASIANLAN 305

Section: 001

Intermediate Spoken Chinese I

Credits:	2
Enforced Prerequisites:	(ASIANLAN 202 or 203 or 305) or by Assignment of ASIANLAN 306 by Placement Test.
Other Course Info:	Native or near-native speakers of Mandarin can not earn credit for this course.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Liu, Wei

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

ASIANLAN 400

Section: 001

Advanced Spoken Chinese

Credits:	2
Enforced Prerequisites:	ASIANLAN 302.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Yin, Haiqing

The course is taught based on various written and visual materials such as newspaper articles, journals, television, films, and short novels. The materials reflect the literary, cultural, social, and political trends of contemporary Chinese society. Students are also required to read about contemporary topics and give presentations. The objectives of this course are to 1) increase students' advanced-level vocabulary and grammar structures, and 2) continually develop students' language fluency and accuracy in listening and speaking. This course will improve students' conversation and presentation skills while covering various professional topics.

Course Requirements: The success of this course is based on how well the students accomplish the following aspects: attendance 10%, performance in class activities and participation in practice and

discussion 20%, homework 30% and oral presentation 40%. Most importantly, we will evaluate students' actual progress in terms of their accuracy and fluency while speaking, compared to when they entered this class.

Intended Audience: This course is open to students who have completed third year Chinese study and would like to improve their Chinese speaking skills, as well as their competence in professional communication.

This course replaces ASIANLAN 407: Advanced Readings in Modern Chinese Culture and Society

Class Format: Two 60-minutes meetings weekly

ASIANLAN 401 **Fourth Year Chinese I**

Section: 001

Credits: 4
Enforced Prerequisites: (ASIANLAN 302 or 303 or 304) or by Assignment of ASIANLAN 401 by Placement Test.
Repeatability: May not be repeated for credit.
Primary Instructor: Gu, Karen

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

ASIANLAN 405 **Business Chinese I**

Section: 001

Credits: 3
Enforced Prerequisites: ASIANLAN 302, 303, or 304; or by assignment of ASIANLAN 405 by Placement Test.
Advisory Prerequisites: Third year proficiency in Chinese or permission of instructor.
Other Course Info: Conducted in Chinese.
Rackham Information: Rackham credit requires additional work
Primary Instructor: Levin, Qiuli Zhao

The course focuses on language study with regard to China's fast-changing economic situation and business environment. Through intensive practice in listening, speaking, reading and writing in business contexts, students will not only acquire vocabulary, phrases and sentence patterns commonly used in contemporary Chinese business communications, but also become familiar with China's current business

practices and trends. Materials cover 25 topics in seven units, namely, open door policy, development of finance, marketing, management, foreign trade, pillar industries, and hot topics. Activities and assignments around these topics are designed to facilitate actual language use in the real business world as well as further studies for this special purpose. Classes are conducted in Chinese. This course is intended to form a series with ASIANLAN 406, Chinese for the Professions II, which is task-based and computer-oriented with an emphasis on “learning by doing.”

ASIANLAN 499

Section: 001

Independent Language Study

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

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

Asian/Pacific Islander American Studies

ASIANPAM 214

Section: 001

Introduction to Asian/Pacific American Studies

Credits:	3
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	AMCULT 214 - Asian/Pacif Amer St, Section 001

This course examines the long history and diverse experiences of Asian Americans in the United States. Starting with their immigration in mass numbers in the mid-1800s, Asian Americans have made major contributions to U.S. history, culture, and society. Despite this fact, Asian Americans are still viewed as "foreigners" in the U.S. This course will review the Asian-American experience from the mid-19th century to the present and analyze course topics such as

- anti-Asian immigration and legislation
- the “model minority” stereotype and achievement
- community activism and political movements
- ethnic identity formation and acculturation
- pan-ethnic, interracial and multiracial communities and relations
- popular culture and mass media representation
- emotional health, help-seeking, and service delivery.

Buddhist Studies

BUDDHST 701

Readings for Comprehensive A.M. Examinations in Buddhist Studies

practice and begin to grasp how Chinese poetry works, we'll learn enough actual characters to enable us to work carefully through a couple of very short Tang poems in the original. For purposes of comparison, we'll read a good bit of poetry in English as well, along with a wide variety of writings on literary history and theory.

COMPLIT 780

Section 001

Seminar: Studies in Form and Genre

Bildungsroman and Experience

Credits: 3
Advisory Prerequisites: Graduate standing.
Repeatability: May be repeated for a maximum of 9 credits. May be elected more than once in the same term.
Primary Instructor: Tang, Xiaobing

In this seminar, we will engage studies of the Bildungsroman as a narrative genre and read a variety of novels. We will examine the relevance of "experience" as a key concept and value in modernity. Most readings will be in English, but students will be encouraged to study texts in a language they work with.

Economics

ECON 490

Section:001

Topics in Microeconomics

Regulation Intellectual Property

Credits: 3
Enforced Prerequisites: ECON 401; or Graduate Standing.
Advisory Prerequisites: STATS 250, or ECON 249, or STATS 426, or ECON 451
Repeatability: May be elected twice for credit.
Primary Instructor: Kuhn, Kai-Uwe

Currently in many courts worldwide there is a battle raging between different players in the mobile telephone industry in which many players (including Apple, Google, Samsung, Motorola, Erickson, etc.) are suing each other for patent infringement. There is plenty of material for such law suits: a typical smart phone has been estimated to incorporate in the order of magnitude of 10,000 patents. Not only the U.S. courts and the Federal Trade Commission have been involved, but worldwide in Europe, China and Korea antitrust regulators have intervened in these patent disputes.

At the same time in the pharmaceutical industries U.S. and European antitrust agencies have accused pharmaceutical companies of paying off generic companies to stay out of the market to maintain monopoly positions on specific drugs. But the companies are claiming that they only settle with disputes with patent infringers and their patent rights should be upheld. There are many other issues of conflicts between competition policy and patent policy around.

Some scholars think that these conflicts mainly reflect that there is something wrong with the patent system. Recent book titles on the topic from eminent scholars read: "Innovation and Its Discontents: How Our Broken Patent System is Endangering Innovation and Progress, and What to Do About It", "Patent Failure: How Judges, Bureaucrats, and Lawyers put Innovators at Risk", "The Patent Crisis and How the Courts Can Solve It". Some scholars have even questioned the patent system as such.

In this course, we discuss where the patent system comes from, what economic issues it addresses, how a “good” patent system should be designed, and what the current problems with intellectual property enforcement and competition effects are. We will concretely discuss some cases on patent litigation with potential anticompetitive effects, the “reverse payment” patent cases in the U.S. and Europe including the recent concern about “patent trolls”, as well as antitrust cases on interoperability and its interaction with intellectual property rights. The course will cover the relevant economic theory, some empirical evidence on the effects of patents and patent enforcement strategies, and analyze the cases on the basis of that information.

ECON 663

Section: 001

Topics in World Economic History I

The Emergence and Spread of Modern Economic Growth

Credits:	3
Advisory Prerequisites:	ECON 401, Intermediate economic theory/statistics.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 622 – Topc Wrld Ec Hist I, Section 001
Primary Instructor:	Bleakley, C Hoyt

This course will cover the evolution of economic institutions and the role of these institutions in the economic growth of Europe, Latin America, Asia and the United States. Topics include: The divergence of Asian and European growth rates between 1500 and 1800. The creation of modern fiscal and monetary institutions. The role of stock markets, banking systems and exchange rate regimes in historical economic development. Particular attention will be paid to the Great Depression and historical banking panics, stock market crashes and exchange rate devaluations. The course will explore the historical costs and benefits of the different monetary and fiscal institutions adopted by Europe, Argentina, Brazil, China, Japan, The United States, and Canada.

History

HISTORY 197

Section: 005

First Year Seminar in the Humanities

Travels Through the Chinese Past

Credits:	3
Other:	FYSem
Repeatability:	May not be repeated for credit.
Primary Instructor:	De Pee, Christian

Travel changes both the traveler and the landscape. The traveler realizes the limitations of previous experience and of presumed certainties; the landscape acquires coherence, meaning, and history. Beginning with the mythical tour of Emperor Yu in the ancient Book of Documents, travelers have contributed to the definition of the Chinese landscape and the Chinese past, and that landscape has in turn enlightened travelers about themselves and about their place in the world, whether they were emperors or monks, officials or exiles, poets or painters, American journalists or French intellectuals. Students in this course will follow travelers through the centuries, across the changing landscape of Chinese kingdoms, empires, and the modern nation, to learn with them about the land and its many-layered past, about the

travelers, and about themselves. By analyzing travel accounts, poems, paintings, and films, and by writing about those documents in a number of different forms, they will acquire skills in reading and writing to equip them for their own journeys.

Course Requirements: Critical reading of primary sources and selected scholarship. Writing assignments in a series of different genres (e.g., travel account, primary-source analysis, film review).

Intended Audience: Enrollment restricted to first-year students, including those with sophomore standing. Prior knowledge of Chinese history or Chinese language is not required.

Class Format: Seminar-style discussion of primary sources and selected scholarship.

HISTORY 204

Section: 001

East Asia: Early Transformations

Credits:

4

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. The primary-source readings are available on CTools.

Course Requirements: Attendance of all lectures and discussion sections (10%); preparation of the reading assignments and the reading questions for both the lectures and the discussion sections (15%); three quizzes in your discussion section (15%); in-class midterm and final examinations (30% each).

Intended Audience: Prior familiarity with East Asian history is not required.

Class Format: Lecture, with some discussion of primary sources, on Monday and Wednesday; discussion of primary sources in discussion sections.

HISTORY 250

Section: 001

China from the Oracle Bones to the Opium War

Following China's defeat in the Opium war 1839-42, the Sino-British treaty of Nanjing opened five coastal cities for foreign trade and foreign residents. These "treaty ports," as they were called at the time, grew dramatically in number and a number of treaty ports were also opened in Japan and Korea. While the treaty ports were only a relatively brief episode in Japanese and Korean history, the Chinese treaty ports would remain China's primary contact zone with the West for a century. The treaty ports have left a complex and contentious legacy in China. On one hand, the treaty ports in many ways defined the urban experience and most of the ports developed into islands of prosperity, which stood in sharp contrast to China's vast hinterland. On the other hand, the treaty ports were bastions of foreign privilege and influence and many of the open ports gave birth to China's first nationalist movements. This course will explore the treaty ports by reading both "classical" and more recent scholarship as well as selected primary sources in English. While the primary focus will be on China, Japanese and Korean treaty ports will also be discussed where applicable. The course will be both thematically and chronologically organized, and it will mainly cover the years 1790-1950.

HISTORY 495

The World The Mongols Made

Section: 001

Credits: 3
 Repeatability: May not be repeated for credit.
 Rackham Information: Rackham credit requires additional work.
 Primary Instructor: Lindner, Rudi P

The Mongols ruled over the largest land empire in world history; they created it on horseback. We will examine why and how they did it, and more than that, what that meant for the world. We will learn about nomadic society and why it was so powerful: the summer constellation Sagittarius is a nomadic archer; there is no constellation of a lawyer. Their impacts include the definition of modern China, pasties from the Upper Peninsula and won ton soup, powerful women warriors and rulers, the treasures of the Silk Route, the diseases UHS treats, Chinese, Muslim, and Indian legal systems, Ayatollah Khomeini, the Pony Express, Sherman's march through Georgia, Chinese ceramics, Jewish delicatessens, and most everything that bleats on the MSU campus. This course is about a defining moment in the development of the world's cultures and, specifically, what happened to create our world.

There are no prerequisites for this course, which is intended for students at all levels. Each week's work will include between fifty and one hundred pages of reading, none of it from textbooks. We will look at art, read accounts by Mongols, discuss the experiences of visitors to the khans; in past years we have even tasted some actual Mongol cuisine. We will emphasize the impacts of cultures on each other.

Almost all of the course materials will be on CTools, and I estimate the cost of books to be less than \$25.

Course Requirements: There will be three essay examinations. Students who wish to explore their own interests in a research project may use it to replace one of the examinations.

HISTORY 496

History Colloquium

Section: 001

Ideologies and Empires in Chinese History

Credits: 4
 Consent: With permission of department.
 Advisory Prerequisites: Junior and Senior HISTORY Majors.

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

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

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

HISTORY 592

Section: 002

Topics in Asian History

Treaty Ports and Colonialism in East Asia

Credits: 3
Repeatability: May be repeated for a maximum of 6 credit(s).
Meet Together Classes: HISTORY 472 - Asian Hist Topics, Section 001
Primary Instructor: Cassel, Par Kristoffer

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

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

Intended Audience: Advanced undergraduate students with interests in East Asian History, as well as graduate students (register for 592.002) specializing in East Asian History. No prior knowledge of Asian languages is required.

History of Art

HISTART 394

Section: 001

Special Topics

Global Politics and Contemporary Art

Credits: 3

Repeatability:

May be repeated for a maximum of 12 credits. May be elected more than once in one term.

Primary Instructor:

Kee, Joan

The end of World War II saw a dramatic shift in how the idea of a “world” was understood, especially by visual artists and their audiences. Focusing on art made after the seminal year of 1945, this course examines artistic production and reception under various forms of political rule with a special emphasis on the relationship between visual art produced under authoritarian rule. The vast scope of this subject necessitates a case study model; among the anticipated case studies are the interventions of Cildo Meireles in post-1964 Brazil, ink painting in Maoist China and identity politics in 1990s America. At its broadest level, this course traces the various trajectories that might collectively be described as art’s manifold relationship to globalism.

HISTART category for concentration distributions: C. Asia, D. Europe and the US, 4. Modern and Contemporary

HISTART 666

Section: 001

Problems in 17th Century Art and Visual Culture

Perspectives on Perspective

Credits: 3

Advisory Prerequisites:

Graduate Standing and permission of instructor.

Repeatability:

May be elected three times for credit.

Primary Instructor:

Brusati, Celeste A

By the seventeenth century perspective had come to encompass a wide range of practices and divergent aims, yet twentieth century concepts and metaphors of perspective that have shaped both the modern history and practice of art have drawn on fairly reductive models of what perspective is. Recent scholarship has begun to complicate these accounts by reassessing primary sources, reframing the historical relations between perspective and experimental optics, and considering materials from non-European pictorial and textual traditions. The seminar explores various disjunctions between pictorial practice and ideas about perspective, and their implications are for our use of perspective as a category of analysis. We will be discussing key texts on perspective from the early modern and modern periods, including those by Panofsky, Ivins, Damisch, Elkins, Kemp, Belting, Massey, and Dupré and others in order to examine and query perspective’s persistent identification with particular theories of vision, concepts of space and historical distance, the ‘Western’ scientific gaze, and modern subjectivity itself. Alongside our reading of key texts we will be examining ways that perspective served as a means of rationalizing pictorial space, but also as a technology for looking at the contingencies and paradoxes of vision itself. Visual material will include paintings and drawings, as well as anamorphic art, maps, prints, trompe l’oeil images, optical devices, manuscript illustrations, Chinese and Japanese folding screens and hand-scrolls. Our aim will be to discover what aspects of pictorial practice have been illuminated,

marginalized, and/or eclipsed in the discourse of perspective, and to explore how we might use it more profitably in the analysis of pictures and visuality. Class discussions will focus on early modern European case studies, but participants may choose paper topics from their own areas of interest and research provided that they engage substantively with the issues addressed in our readings and discussions. Course expectations include informed participation, occasional in-class exercises, a short oral presentation, and a substantial critical research paper. The seminar will be interdisciplinary in approach and students from all disciplines are welcome. Textbooks/Other Materials: Weekly readings available in PDF on CTools.

Course Requirements: Informed participation in weekly discussions, seminar presentations, written responses to weekly readings, and a research paper of 20-30 pages.

Intended Audience: Graduate students in any field.

Class Format: 3-hour weekly meetings, including possible meetings in campus collections

International Studies

INTLSTD 401

Section: 005

International Studies Advanced Seminar

Japan, Asia and World War II: Culture, History, Memory

Credits:

3

Enforced Prerequisites:

Junior standing or above.

Repeatability:

May be elected twice for credit.

Meet Together Classes:

HISTORY 407 – Compar Hist Adv Sem, Section 002

Primary Instructor:

Pincus, Leslie B

This course explores World War II, one of the most cataclysmic and defining events of the modern world, from the perspective of Japan and the Asia Pacific region. World War II in Asia Pacific was a complicated war with many histories: Not just a history of tactics and strategies, but also of logistics and organization; not just a history of fighting, but also of vast social and cultural changes that upended the lives of millions of people. Fought from the Central Pacific to India, from the Aleutian Islands to Australia, this was not simply a war between Japan and America, but one that drew many other peoples and places into a maelstrom of destruction. What drew Japan into a war that ultimately obliterated the Japanese Empire and utterly transformed the geopolitics of the Asia Pacific region? In an attempt to answer that question, we will trace the histories of this war back, far beyond Pearl Harbor, to the imperial enterprise in late nineteenth-century Asia and forward to a new postwar world order that began to take shape even before the atomic bombs fell on Japan. Finally, we will examine how the war has been recalled (and erased) in individual and collective memory across national boundaries.

Political Science

POLSCI 140

Section: 001

Introduction to Comparative Politics

Section: 001

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.

Sociology

SOC 102

Section 020

Introduction to Sociology: Special Topics

Living as a Global Citizen: Globalization and Society

Credits:

4

Enforced Prerequisites:

Restricted to first-year students, sophomores, and juniors.

Advisory Prerequisites:

Juniors and seniors electing an introductory course are strongly encouraged to elect SOC 300, although there is limited space available for upper-level students in SOC 100 and 102 in semesters in which SOC 300 is not offered.

Repeatability:

May not be repeated for credit.

Primary Instructor:

Kim, Jaeun

For the past quarter century, scholars, politicians, corporate CEOs, journalists, activists, and many ordinary citizens have heatedly debated the nature, histories, patterns, and consequences of “globalization.” This course is designed to introduce students to the broad lay of the land of the globalization scholarship from a sociological perspective. It will show how globalization has transformed the economic, political, and cultural life of human beings across the globe, by linking factories in China to those in Ohio; train stations in Mexico to an immigrant neighborhood in Boston; grass-root activists in Senegalese villages to the WHO Headquarter in Geneva; McDonald’s in Hong Kong to foie gras farms in France; and Filipino migrant households to fertility clinics in Dubai. By approaching these diverse phenomena with sophisticated conceptual tools derived from sociology, students will learn how to map out the complex patterns and diverse consequences of globalization and how to approach these issues from various vantage points. The course eventually aims to help students grow into ethical, inquiry based citizens who use both scientific research and humanistic imagination to conceptualize, communicate, and solve real-life problems that people around the world face together, if with different interests and asymmetrical power

basketball (as well as ice hockey to a certain extent) the hegemonic team sports that defined American mass culture throughout the 20th century whereas no other industrial country has more than two such hegemonic team sports, most often indeed only one — soccer. Why has this sports map remained so stable throughout a highly volatile and ever-changing century? Will this stability persist into the new millennium or will new forces challenge these hegemonic sports and contest them in their respective cultural space? Will the United States become a major soccer power and will Americans be glued to events in this sport as they have been in those of baseball, football, basketball and hockey for many decades? And, conversely, will soccer-obsessed Europeans come to love basketball and other American sports as much as they have loved soccer? Lastly, will China incorporate both sports cultures and excel at one or the other — or even both — eventually surpassing its American and European teachers?