

# East Asia Related Courses

Winter 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/](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.

## African American Studies

### AAS 304

Section: 001

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

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

This course answers these questions by looking at how the acts of travel and mobility are labeled differently under different political and social circumstances. The course examines the gendered cultural and political meanings people and governments give to mobility, border-crossing, and displacement in this exciting age of globalization and transnationalism. We will examine the meanings of travel and border crossing in relation to popular concepts such as "refugee," "diaspora," and "transnationalism." We ask how the meanings and usage of these terms will be useful in understanding the social constructions of gender, identities, race, ethnicity, reproduction, socialization, and health. We will particularly explore how questions of power, race, and class intersect to shape refugees and immigrants' daily struggles for justice and human rights. We ask how refugees and immigrants attempt to create and "imagine" their own social world with reference to their new locations and their homelands. Our readings and discussion will focus on cultural and theoretical perspectives from the social sciences, specifically anthropology, sociology, literature, and history. And we will take as examples the ethnographies and narratives of



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.

**AMCULT 301**

*Section: 005*

**Topics in American Culture**

*Asian/Pacific Islander Americans in the Civil Rights Movement*

Credits:

3

Repeatability:

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

Meet Together Classes:

ASIANPAM 301 - Topics in A/PIA, Section 001

Primary Instructor:

Hwang, Roland

This course is an overview of how federal and state laws have affected the Asian Pacific Islander American (APIA) experience and presence in the United States, covering a variety of civil rights cases and civil wrongs against APIAs. The course features lectures, movies, and guest lecturers from the movement.

The course will cover: the APIA historical timeline, exclusion laws, alien land laws, World War II internment of Japanese Americans, affirmative action as it applies to APIAs, civil rights and racial hate crime violence, bilingual issues in education and in the workplace, post-9/11 issues, immigration law reform, sex-selection ban laws targeting APIAs, APIA voting trends and impact, the Hawaiian sovereignty movement, up to Fisher v University of Texas Austin case on affirmative action, and the current effort to change birthright citizenship, among other topics.

**AMCULT 304**

*Section: 001*

**American Immigration**

Credits:

4

Advisory Prerequisites:

One introductory course in Sociology or American Culture.

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

SOC 304 - Amer Immigration, Section 001

Primary Instructor:

Pedraza, Silvia

That America is a nation of immigrants is one of the most common, yet truest, of statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Chinese, Japanese, Blacks, Puerto Ricans, Cubans, and Mexicans. Immigration to America can be broadly understood as consisting of four major waves:

- the first one, that which consisted of Northwest Europeans who immigrated up to the mid-19th century
- the second one, that which consisted of Southern and East Europeans at the end of the 19th century and beginning of the 20th
- the third one, the movement from the south to the north of Black Americans and Mexicans precipitated by the two world wars
- the fourth one, from 1965 on, is still ongoing in the present, of immigrants mostly from Latin America and Asia.

At all times, our effort is to understand the immigrant past of these ethnic groups, both for what it tells us about the past as well as their present and possible future.

**Course Requirements:** The written requirements for this course consist of two exams. Both the exams will be in-class tests, consisting of short answer questions that will draw from the lectures and our discussion of the readings. Class attendance and participation will be taken into account in determining the final grade. Each exam will be worth 30 points. The research paper will also be worth 30 points. Class attendance and informed discussion will be worth 10 points. Total = 100 points.

## Anthropology, Cultural

### **ANTHRCUL 349**

*Section: 001*

### **Indigenous Political Movements**

Credits: 3  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Kirsch, Stuart

This course examines the prospects and limits of contemporary indigenous political movements. The emergence of the indigenous as a legal category and social movement has opened up new politics and debates about alternative forms of sovereignty and led to new rights-based claims to culture in many parts of the world. These movements also express concerns about the physical and cultural survival of their members, control over natural resources and protection of the environment, linguistic continuity, and political autonomy. Paradoxically, securing these rights requires movement and translation across cultural, political, and geographical boundaries. Strategic alliances with nongovernmental organizations, which have their own agendas, may result in significant compromises. Yet indigenous movements retain the capacity to introduce new ideas into the public domain in a compelling fashion, including alternatives to familiar forms of the state, science, and capital. Course requirements include a series of short writing assignments varying in length and style, some based solely on readings and discussions, others requiring independent research.

### **ANTHRCUL 458**

*Section: 001*

### **Topics in Sociocultural and Linguistic Anthropology**

*Language and Religion*

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

Primary Instructor: Lempert, Michael Paul

From mantra recitation to speaking in tongues, it is well known that the kinds of language people use in the domain of religion — loosely defined — can depart dramatically from everyday speech. In this course we explore such language practices from across the globe, from Illongot hunting spells in the Philippines to the use of silence in early Quaker worship. Drawing on literature in linguistic anthropology and religious studies, we consider the special demands that religious beliefs and ideals place on language use. How, for example, do people use language when they wish to communicate with incorporeal agents (spirits, deities, ancestors, God), agents who can, in strict terms, say nothing? At the same time, we consider how the scholarly exploration of language use in the magico-religious domain has led some to rethink their understanding of how language works in general. Language-use in divination, for instance, has inspired some to question the centrality of "intentionality" in theories of meaning. Religious rituals tend to be extremely rich in poetic structure, and this has inspired some researchers to consider the "poetic" and "ritual"-like character of many forms of speech and interaction, not just the religious. Toward the semester's end, we turn to sociopolitical issues on the theme of language and religion, such as the way nation-states have sought to define citizenship in terms of competence in a sacred language.

**ANTHRCUL 502**

*Section: 001*

**Humanistic Studies of Historical and Contemporary China**

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

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

**ANTHRCUL 750**

*Section: 001*

**Current Developments in Anthropological Theory**

*Making the Dead Modern: Ritual, Poetics, Kinship*

Credits: 1  
Repeatability: May not be repeated for credit.  
Primary Instructor: Mueggler, Erik A

This course is a series of lectures on a work in progress. As the original course description written by Roy Rappaport in 1976 states, "Anthropology 700 offers an opportunity for advanced students to work closely with a staff member on a topic in which the instructor has an intensive current interest. It also offers the opportunity for other students and faculty to hear a member of a staff in an extended discussion of his own work."

In this iteration of the course, Mueggler will work through a series of problems around ritual, repetition, poetics, relatedness, and being associated with practices of death in a mountain community in Southwest China.

- What are dead people?
- How do dead people become material and immaterial?
- How do they attain social being?
- Is communication with and among dead people fundamentally different or similar to communication among the living?
- What is repetition?
- What is the relation of repetition — and ritualization — to the problem of how to be (locally) modern?

## Asian Languages

### ASIANLAN 102

*Section: 001*

### First Year Chinese II

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 103.
Enforced Prerequisites:	ASIANLAN 100 or 101 with a minimum grade of C- or by Assignment of ASIANLAN 102 by Placement Test.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Li-Stevenson, Jinyi

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

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

**Intended Audience:** No auditing/visitors allowed. This is not the right course for students who already speak Chinese (Mandarin). These students should try ASIANLAN 204, Reading and Writing Chinese II, or ASIANLAN 104, Reading and Writing Chinese I, offered in the Fall term.

### ASIANLAN 126

*Section: 001, 002*

### First Year Japanese II

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 127 or 129 or RCLANG 196.
Enforced Prerequisites:	(ASIANLAN 124 or 125) or by Assignment of ASIANLAN 126 by Placement Test.



situations. Also, students will be able to talk (and write) about a variety of topics including weather, food, personality and mood, and clothing, etc.

**ASIANLAN 202**  
*Section: 001*

**Second Year Chinese II**

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 203.
Enforced Prerequisites:	ASIANLAN 201 with a minimum grade of C- or by Assignment of ASIANLAN 202 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

This course is a continuation of ASIANLAN 201, with the class conducted primarily in Chinese. The primary goal is to develop the students' audio-lingual proficiency as well as bring their reading and writing ability to a higher level. The goal will be approached through lectures, classroom exercises/discussion, oral presentations, writing exercises and regular quizzes/tests, collectively covering all four proficiency areas (listening, speaking, reading and writing).

By the completing of AASIANLAN 201, students should be able to read and write approximately 600 characters, they can use the language to speculate at length about some abstract topics such as how changes in history or the course of human events would have affected his or her life or civilization. Students can naturally integrate appropriate cultural and historical references in his or her speech. The text for the course is Integrated Chinese (Level Two, Part 2) — 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, 002*

**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:	Gu, Karen

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 226**

*Section: 001, 002*

**Second Year Japanese II**

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 227 or 229 or RCLANG 296.
Enforced Prerequisites:	ASIANLAN 225; or assignment of ASIANLAN 226 by Placement Test.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Kondo, Junko

ASIANLAN 226 is a continuation of ASIANLAN 225, and is the second half of the second-year Japanese course. This course focuses on the simultaneously developing students' proficiency in all four language skills (speaking, listening, writing, and reading) while continuing to increase students' familiarity with aspects of both traditional and modern Japanese culture.

By the end of this course, students will be able to:

- Understand and appropriately use basic grammar patterns and vocabulary terms (e.g., passive, causative, and causative-passive sentences, etc).
- Understand and participate in daily conversations and to be able to express opinions/thoughts and present information, using appropriate vocabulary, expressions and basic grammar in context (e.g., everyday life, school, particular interests, etc).
- Use appropriate speech styles (e.g., formal and casual speech) and communication strategies for various settings.
- Read and write intermediate-level materials with a solid understanding of main ideas and supporting details on familiar topics from a variety of texts.
- Produce approximately 350 kanji in context.
- Speak at an intermediate-mid, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.

**ASIANLAN 229**

*Section: 001*

**Intensive Japanese II**

Credits:	10
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 225, 226, and 227.
Consent:	With permission of instructor.
Advisory Prerequisites:	ASIANLAN 129 or RCLANG 196. Students must have completed the first-year Japanese at the University of Michigan or have equivalent proficiency.
Repeatability:	May not be repeated for credit.
Meet Together Classes:	RCLANG 296 - Intens Japanese II, Section 001
Primary Instructor:	Okuno, Tomoko

This course covers the equivalent of a second year non-intensive college course and is designed to achieve intermediate-low (or above) level Japanese language proficiency. Through extensive communication practice in classroom activities, you will develop all four skills (listening, speaking, reading, and writing) and cultural understanding. You will also learn approximately 350 kanji (Chinese characters). You will be able to understand everyday conversation, to have the ability to handle various topics and speech styles when you talk, to understand written materials on non-technical subjects, to write non-technical topics with ease and precision, and to understand Japanese culture and perspectives. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond.

**Course Requirements:** Daily attendance to class is required. In addition, students must attend co-curricular activities at least three hours a week. In order to receive full credits and to undertake ASIANLAN 325 (Third Year Japanese), students must pass the Proficiency Exam which tests the four skills: writing, speaking, reading, and listening.

**Intended Audience:** RCLANG 296 is open to all U-M students, but priority is given to RC students.

**Class Format:** The course meets two hours a day, five days a week. There is no clear distinction between lecture and recitation. However, the lecture component focuses on reviewing grammatical concepts and expanding cultural concepts, and the recitation focuses on developing speaking accuracy and fluency in a culturally appropriate manner.

**ASIANLAN 236**

*Section: 001,002*

**Second Year Korean II**

Credits:	5
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 237.
Enforced Prerequisites:	ASIANLAN 235 or by assignment of ASIANLAN 236 by Placement Test.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Kim, Hyun-Ju

In this class, students will consolidate knowledge of basic grammar and extend the range of grammar and vocabulary acquired in first year Korean and ASIANLAN 235. Speaking, listening, reading, and writing are equally emphasized in this course in order to develop well-balanced functional proficiency in Korean. Through various in-class and out of class activities and assignments, students will have ample opportunities to develop communication skills in writing and speaking that are grammatically accurate and pragmatically appropriate. Various authentic materials such as movies, literature, cartoon, etc., are integrated in this course to expose students to different aspects of Korean culture. By the end of this course, students are expected to converse with native Korean speakers about general topics and to read and understand some Korean culture and to write grammatical paragraphs.

**Intended Audience:** ASIANLAN 236 (Second-year Korean II) is a continuation of ASIANLAN 235.

**ASIANLAN 238**

*Section: 001*

**Reading and Writing in Korean II**



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 306**

*Section: 001*

**Intermediate Spoken Chinese II**

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:	Wang, Yan

ASIANLAN 306 is designed as a spoken supplement to post-second-year Chinese core courses and 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 the students with the pronunciation practice, vocabulary, and sample organizational structure necessary for your presentation on the given topic.

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.

No textbook is required for the course. All necessary materials will be available either at the CTool website for ASIANLAN 306 (Advanced Spoken Chinese II), or via handout.

**ASIANLAN 309**

*Section: 001*

**Media Chinese**

Credits:	4
Waitlist Capacity:	99
Enforced Prerequisites:	(ASIANLAN 301 or 304) or by Assignment of ASIANLAN 309 by Placement Test.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Liu, Wei

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

**ASIANLAN 326**

*Section: 001*

**Third Year Japanese II**

Credits: 4  
 Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 327 (or JAPANESE 411).  
 Enforced Prerequisites: ASIANLAN 325 or by Assignment of ASIANLAN 326 by Placement Test.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Yasuda, Masae

This course focuses on deepening students’ understanding of Japan’s diverse culture, and further cultivating an intermediate level of linguistic, pragmatic, and sociocultural language competence. Expanding on lessons from ASIANLAN 325, this course will introduce new grammar, vocabulary, expressions and aspects of Japanese culture through course readings, conversation exercises and class discussions. In addition, the course will also utilize various projects to continue improving students’ proficiency in all four language skills.

By the end of this course, students will be able to:

- Use appropriate speech styles and communication strategies for various settings.
- Read intermediate-level materials, including authentic materials, with a solid understanding of sentence structure.
- Write intermediate-level compositions, using appropriate grammatical forms and sentence structures about numerous topics, such as issues in Japanese culture and society.
- Produce/recognize approximately 800 kanji in context.
- Speak at an intermediate-high level of proficiency as defined by the ACTFL Oral Proficiency Interview.

**ASIANLAN 336**

*Section: 001*

**Third Year Korean II**

Credits: 4  
 Enforced Prerequisites: ASIANLAN 335.  
 Other Course Info: Students with previous experience with Korean should contact the instructor for placement into the course.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Han, Sangkyung

The goal of this course is to help students gain competence in communicating in Korean with grammatical accuracy and socio-linguistic appropriateness in various components of the language - speaking, listening, reading, and writing — at an advanced intermediate level. In this course, students will enhance their communicative ability in order to deal with complicated and abstract ideas. They will gain the ability to perform some selected practical tasks through the medium of Korean at an appropriate level of complexity. Along with various topics to better understand Korea and Korean culture, students will expand their appropriate use of grammar, vocabulary, Chinese characters, and useful expressions through class activities and authentic materials such as films, TV drama, newspaper articles, and literature. By the end of this course, students are expected to engage in simple social issues as well as daily conversations. Also, students are expected to write an essay in paragraph levels.

**ASIANLAN 402**

*Section: 001*

**Fourth Year Chinese II**

Credits: 4  
 Enforced Prerequisites: ASIANLAN 401 or by Assignment of ASIANLAN 402 by Placement Test.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Gu, Karen

ASIANLAN 402, the second part of the fourth-year Chinese language core courses, is intended to help students with three and a half 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 activities, 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 402 are encouraged (but not required) to take ASIANLAN 306, *Advanced Spoken Chinese II*, simultaneously. Native-speaking Chinese students interested in improving their comprehensive foundation in the language can also benefit from this course.

**ASIANLAN 406**

*Section: 001*

**Business Chinese II**

Credits: 3  
 Enforced Prerequisites: ASIANLAN 405 or by Assignment of ASIANLAN 406 by Placement Test.  
 Advisory Prerequisites: ASIANLAN 302 or 303.  
 Other Course Info: Conducted in Chinese.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Levin, Qiuli Zhao

The course focuses on Chinese language applications in business contexts. Students are expected to have taken ASIANLAN 405 “Chinese for the Professions I” at this university. Otherwise, they should have been placed into this class through a placement test or got the instructor’s permission. Through learning activities in all aspects of the language — reading, listening, speaking, and writing, students in this course will be helped to advance to a higher level of competence characteristic of formal language style and



**ASIANLAN 430****Japanese Through Business and Social Topics II***Section: 001*

Credits:	3
Enforced Prerequisites:	ASIANLAN 326 or 327.
Advisory Prerequisites:	ASIANLAN 326 with B- or above or pass a placement test.
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Primary Instructor:	Kondo, Junko

ASIANLAN 430 is a continuation course of ASIANLAN 429. This course provides an advanced, integrated study of speaking, listening, reading, writing, and culture with practical approaches focused on real-world usage of Japanese in professional contexts.

Course content includes business culture(s), cross-cultural and inter-personal communication, current events, and formal-functional expressions. Also, this course invites Japanese businesspersons as guest speakers to have them share their experiences and address topics related to the class curriculum and the actual business world.

By the end of this course, students will be able to:

- Improve accurate comprehension of written and spoken Japanese pertaining to real-world topics relevant to social and work-related contexts.
- Write simple yet effective business correspondence (e.g., emails, reports, business article summaries, etc.).
- Develop the thinking, collaboration, problem solving, and effective presentation skills required in the workplace.
- Use basic formal expressions in various professional/business situations (e.g., exchanging business cards, greetings, refusals, receiving and transferring calls, etc.).
- Demonstrate awareness of significant cultural differences and attempts to adjust accordingly.
- Speak at an Advanced-mid, or higher, level of proficiency as defined by the ACTFL Oral Proficiency Interview.

**ASIANLAN 438****Media Korean***Section: 001*

Credits:	3
Enforced Prerequisites:	ASIANLAN 336; (C->)
Advisory Prerequisites:	Minimum of Third-Year proficiency in Korean.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Han, Sangkyung

The aim of this course is to improve students' advanced/upper-level Korean language skills by studying and discussing readings and video materials related to Korean current events. This class will be conducted mostly in Korean. Students will be expected to study various aspects of Korean society by using media such as newspapers and short video clips/movies and participate in class discussions. Guest speakers working in the area of Korean and U.S. media may be invited to discuss his/her work so that students can learn the most up-to-date information about the Korean media field. Students are expected to improve



their Korean language skills by participating actively in class and presenting on topics designated by the instructor.

**ASIANLAN 440**

*Section: 001*

**Academic Japanese II**

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

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

**ASIANLAN 441**

*Section: 001*

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

Credits: 3  
Enforced Prerequisites: ASIANLAN 326 completed with a minimum grade of B+ or better.  
Advisory Prerequisites: ASIANLAN 326 with a minimum grade of B+ or permission of instructor. For non-native speakers of Japanese: JLPT N2, Placement test, and/or knowledge of 800 kanji. For non-native speakers of English: TOEFL IBT 100 or above.  
Repeatability: May be elected twice for credit.  
Primary Instructor: Mochizuki, Yoshihiro

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

**Intended Audience:** Upper-level undergraduates and graduate students who have or will have some experience in Japanese translation but have never been formally trained. Students must have a strong command of both Japanese and English. It is aimed at students who have completed the equivalent of three years of Japanese language study at the University of Michigan, as well as student of native-speaking ability in Japanese and near-native fluency in English.

**ASIANLAN 445**

*Section: 001*

**Chinese Language Pedagogy**

Credits: 3  
Advisory Prerequisites: ASIANLAN 402 or 4th year proficiency.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Li-Stevenson, Jinyi

This course is an introduction to Chinese language pedagogy. As a methodology course, content will focus on methods and approaches, with direct application of teaching being discussed and practiced. It will improve the exposure of prospective teachers to the most up-to-date pedagogical theories and categories, including teaching approach, method, syllabus, technique, and exercise of language teaching. More importantly, it seeks to enhance students' basic and actual teaching skills needed to satisfactorily instruct students in different Chinese language courses at different levels. Class activities include discussion of assigned reading materials and class observation. Students give their own teaching demos, and presentations are a crucial part of the course content. The ultimate aim of this course is to educate and assist participants to be competitive job candidates and qualified teachers for Chinese language teaching at college and university, K-12, and private language schools.

**Course Requirements:** In discussion sessions, the instructor will give a brief lecture on the assigned topic, allowing for questions and participation. Activities include discussion of assigned reading materials and class observation. Students must give two teaching presentations. Other classmates will role play as students. The way students design their teaching demos should be based on their thoughts after reading and discussion. After each teaching demo, classmates will offer critique and comments in terms of class design, the application of teaching approach, the instructor's performance, students' reactions, and how efficiently and effectively the class achieved its goal. Students are given a journal writing assignment after each discussion.

**Intended Audience:** Students who are proficient in Chinese and interested in developing pedagogy skills for teaching the language. Potential students may be from LSA and the School of Education, as well as teachers and prospective teachers in other educational organizations of our community.

**Class Format:** 3 hours weekly including lectures, discussions, teaching demos, classroom observations, and guest speakers.

**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 Studies**

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

Credits:	4
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTORY 203 - Intr Jpn Civilztn, Section 001
Primary Instructor:	Auerback, Micah Louis

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

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

**ASIAN 205***Section: 001***Modern East Asia**

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

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

**ASIAN 220***Section: 001***Introduction to the Study of Asian Religions**

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

This course will introduce students to some of the major religious traditions of Asia that have existed from ancient times to the present. We shall consider representative material drawn especially from Hinduism, Buddhism, Islam, Sikhism, Taoism and Confucianism, Shinto, and various other religions. Readings will consist largely of primary materials translated into English. The main focus of the course will be to highlight the central ideas and to ask how these ideas contribute to their respective world-view and ethical outlook of these religious traditions. While also emphasizing major themes such as ritual, death, worship, violence, and the role of religion in modernity, the course will try to highlight the ways in



methods used to convert native populations, and, of tantamount importance, the ways in which local populations resisted and transformed Christianity to suit or blend with their own social and political structures, spiritual beliefs and practices, and notions of temporal and divine power.

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

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

**ASIAN 255**

*Section: 001*

**Undergraduate Seminar in Asian Studies**

*What is Religion?*

Credits:

3

Repeatability:

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

Primary Instructor:

Mandair, Arvind-Pal Singh

This undergraduate seminar offers lower division LSA students a small group learning experience. Students will explore a subject of particular interest in collaboration with a faculty member in the area of Asian studies. This course allows for pan-Asian studies, whereas our other undergraduate seminars are confined to one geographical area.

**Intended Audience:** Primarily first and second year students who want an introduction to Asian Studies.

**ASIAN 258**

*Section: 001*

**Food and Drink of Asia**

Credits:

4

Repeatability:

May not be repeated for credit.

Primary Instructor:

Brown, Miranda D

This class will examine the past and present of Asian food and drink. It begins with an examination of the foods and drinks that have united various peoples both within Asia and across Eurasia, including tea, pancakes, flatbreads, dumplings, soy products, cheese, and noodles. It then moves to foods and drinks that have historically divided peoples along ethnic, class, and religious lines: dog meat, pork, beef, and MSG. The final part of the class will investigate foods that define people as members of national or ethnic groups: dim sum, kim chee, curry, sushi, pad thai, and spring rolls.

**Course Requirements:** Class assignments will require students to energetically execute the required readings, to reconstruct the histories of various recipes, and to get their hands dirty with food preparation. Assignments will include on-line reading quizzes, active participation in discussion sections, short essays, and one creative group project.

**Intended Audience:** No prior knowledge of Asian history, language, or cooking required. All welcome.

**ASIAN 261***Section: 001***Introduction to Modern Chinese Culture**

Credits:	4
Advisory Prerequisites:	No knowledge of Chinese required.
Other Course Info:	Taught in English.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Tang, Xiaobing

This course is intended to introduce students to major developments in Chinese cultural history from the modern era, focusing on films and short stories. In this connection, we will survey and explore a number of major developments in the evolution of modern Chinese culture. These include:

- the diverse artistic expressions of a modern Chinese identity in the early decades of the 20th century, when intellectuals reacted against the entire Chinese cultural tradition;
- the Mao-dominated decades (1942-1976), when all cultural production was forced to serve political goals;
- the reaction against Mao-era film and fiction that began in the late 1970s.

We will finish this survey by looking at some films and stories from the new millennium. As we survey film and fiction from the past 100 years, we will witness the ways that 20th-century Chinese notions of identity (as represented in film and fiction) have oscillated between highly subjective, personal, experimental, and creative models on the one hand, and politically-dictated forms that serve narrow social and political agendas on the other. Students will simultaneously learn about the subjects and styles Chinese authors and filmmakers have borrowed, invented, explored, been burdened with, and rebelled against for almost a century as they negotiate between individually creative and politically prescribed expressions of Chinese identity.

**ASIAN 292***Section: 001***Introduction to Japanese Art and Culture**

Credits:	4
Credit Exclusions:	No credit granted to those who have completed or are enrolled in HISTART 495.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	HISTART 292 - Intro Japanese Art, Section 001
Primary Instructor:	Carr, Kevin Gray

This course takes an interdisciplinary approach to the history of Japanese visual culture, introducing the art of the archipelago from ancient times through the present day. Although primarily a chronological historical examination of key artistic monuments, the class will also discuss thematic issues such as the materiality of artworks, cultural exchange, the conceptions of nature and naturalness, and the relationships between artistic productions and religion, class, and society. The course makes no claim to being comprehensive, and the goal of the lectures is only to introduce you to the range of artistic productions in Japan and the ways that visual art has interacted with the cultures that produced it. At the end of the academic term, you should have a better understanding of many aspects of Japanese history, thought, religion, and visual culture; you should also have developed a heightened awareness of and sophistication about the visual world in general.

An optional field trip will visit the Detroit Institute of Arts exhibition, "Samurai: Beyond the Sword." HISTART category for concentration distributions: C. Asian (Includes China, Japan, India, South and Southeast Asia, and the Pacific), 2. Medieval, 3. Early Modern

**Textbooks/Other Materials:** Penelope Mason, History of Japanese Art, 2nd ed. (Pearson, 2004)

**Intended Audience:** There are no pre-requisites for this course. Students at all levels are welcome to attend.

**Class Format:** Lecture meetings will generally be taken up with presentations and explanations of large numbers of images. Section meetings will discuss readings and focus on a few key images. Some class sessions will also involve group activities, museum visits, or other special work with the course material.

**ASIAN 302**

*Section: 001*

**Rewriting Identities in Modern Japan**

Credits: 3  
Advisory Prerequisites: Knowledge of Japanese is not required.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Zwicker, Jonathan E

This course is an introduction to the major authors and works of Japan's modern period. We will examine fiction in its historical contexts from the mid-nineteenth century through the early twentieth century to explore how Japanese writers and intellectuals engaged with the changing world of the last century and a half. Themes will include: modernism and modernity, nostalgia and homesickness, empire and its aftermath, and the cultures of globalization. Authors will include: Higuchi Ichiyo, Natsume Soseki, Akutagawa Ryunosuke, Tanizaki Jun'ichiro, Kawabata Yasunari, Hayashi Fumiko, and Mishima Yukio.

**ASIAN 312**

*Section: 001*

**After Defeat: The Cultures of Postwar Japan**

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Hill, Christopher L

After Defeat explores a revolutionary era in the artistic and intellectual life of Japan. The course begins in 1945, when defeat in the Asian-Pacific War pushed writers and artists to rethink the role the arts have in society, and ends in the 1970s, when they reevaluated thirty years of intellectual and artistic revolution and reconsidered the meaning of "postwar." The primary materials are fiction, film, plays, visual art, and philosophy.

**Intended Audience:** After Defeat is for undergrads interested in Japanese literature, arts, and culture; curious about the role that art can play in politics; who want to take a critical look at how postwar Japan dealt with the past; or who want to know more about the origins of contemporary literature and art, from *anime* to Superflat.

No knowledge of Japanese is required.

**ASIAN 316***Section: 001***Controversies in Contemporary Japan**

Credits: 3  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Hill, Christopher L

Take Contemporary Controversies in Japan to debate challenges Japan is confronting today. Through intensive looks at three big issues — life and work in the "lost decades," memory of the Asia-Pacific War, and the Fukushima disasters — we explore a spectrum of problems facing Japanese society. Topics include "social withdrawal," youth activism, the war's role in textbooks and international relations, and the "nuclear industrial complex" in government and business.

**Intended Audience:** Undergraduate students in Asian Studies, International Studies, Political Science, Anthropology, History, Sociology, Economics, and other like disciplines.

Contemporary Controversies is for anyone interested in the way forward for contemporary Japan. No knowledge of Japanese required.

**ASIAN 318***Section: 001***HU Topics in Japan through Popular Culture***Spirits of Contemporary Japan*

Credits: 3  
 Advisory Prerequisites: At least one previous course on Japan. Students are not permitted to elect the same topic twice.  
 Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
 Primary Instructor: Auerback, Micah Louis

Since March 2013, Japan's national Tourism Agency has advertised for travelers to "Discover the Spirit of Japan!" But what spirits await discovery?

In this course, we will search for answers within contemporary Japanese culture, focusing on media: anime, manga, and live-action film. Taking the many meanings of "spirit" as our guide, we will examine Japanese "spirituality" and its relationship to religion; "spirits" as both folk monsters lurking in nature and the ghosts lurking in our machines; the reinvention of Japan's "spiritual" heritage; and the very timely problem of "low spirits" or "dispiritedness." On the basis of reading and viewing assignments, students will write weekly short essays; other assignments will include in-class presentations and an independent research project.

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

Credits: 4  
 Repeatability: May not be repeated for credit.  
 Cross-Listed Classes: RELIGION 323 - Zen Buddhism, Section 001  
 Primary Instructor: Brose, Benjamin



The term "Zen" has entered the American lexicon as a sort of synonym for words like "relaxing," "peaceful," "healthy," and "focused." But what is Zen? How has it been defined over its long history in China and Japan? Is it a lifestyle or a religion? In this course we will examine the many manifestations of Zen Buddhism in East Asia. Where did it come from? What does it teach? What does it mean to be a Zen Buddhist? We will begin by familiarizing ourselves with some of the most common features of the tradition: dharma transmission, the lives of famous Zen monks, Zen meditation, and Zen "art," especially as these things are represented from within the tradition itself. From this foundation we will take a more critical look at the development of Zen in East Asia, asking questions such as, Why did Zen monks sometimes mummify their masters? Or, why did they occasionally advocate war and violence? This course will also introduce students to some of the innovative forms Zen has taken in the modern world. Along the way, we will glimpse many of the traditional and modern manifestations of Zen in East Asia and the West and will have the opportunity to sample some of the key texts, material cultures, teachings, and critiques of both Zen masters and contemporary scholars.

There will be no exams. Students will have the opportunity to demonstrate their engagement with the material by producing one short (4-5 page) midterm paper and one longer(8-9 page) final paper. All are welcome; no previous experience is required.

### **ASIAN 335**

*Section: 001*

### **Himalayas: An Aesthetic Exploration**

Credits:	3
Advisory Prerequisites:	Undergraduate and graduate students seeking to enroll for this course should have completed at least one course on the arts/languages/religions of South/Central/East Asia.
Repeatability:	May not be repeated for credit.
Meet Together Classes:	ASIAN 582 - Himalayan Aesthetics, Section 001 HISTART 305 - Himalayan Aesthetics, Section 001 HISTART 505 - Himalayan Aesthetics, Section 001
Primary Instructor:	Chanchani, Nachiket;

The Himalayas are the world's longest and loftiest mountain range. This course will commence with a review of influential Indic and Western perceptions of the Himalayas. Thereafter, we will proceed to glean some of the many ways in which the shaping of objects and the crafting of identities are linked in this region today. Subsequently we shall embark on a series of armchair expeditions to recover interconnections between 'art' and 'life' in the Himalayas in centuries past. Traveling in arcs stretching from the Brahmaputra valley in the east up to the upper reaches of the Indus in the west and in along axes extending from the sub-montane Terai in the south to the frosty Tibetan plateau in the north, we will repeatedly cross China, Bhutan, Nepal, India, Pakistan, and Afghanistan. Resting at sites sought out by explorers, traders, conquerors, and Hindu and Buddhist pilgrims we will query the distinctive forms, layouts, and functions of temples, monasteries, palaces, necropolises, water-structures, and the medley of objects found in them including sculptures, paintings, silk embroideries, ritual objects, and fountains. At our journeys' end, students will have acquired a

1. critical appreciation of the impact of geography on artistic production;
2. deeper understanding of historical processes that have transpired in this region over the past two millennia;
3. enhanced ability to detect dialogues among and between communities living in the Himalayas and in other realms
4. greater confidence to use art historical methodologies to begin documenting and interpreting the region's cultural past and present.



This course examines selected languages of Asia and what they can tell us about the societies that have used them: how they work, how they are distributed geographically and socially, how they are connected to each other, how (and whether) they have been written, what their status has been, and how all these things have changed in response to historical processes. We will focus primarily on East, South, and Southeast Asia. The course is organized into four main parts:

- Preliminaries (basic geography and history, basic linguistic concepts)
- Asian language families
- Writing systems
- Language in culture and politics

**ASIAN 374**

**Korean War in Fiction and Film**

*Section: 001*

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

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

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

**ASIAN 376**

**Controversies in Contemporary Korea**

*Section: 001*

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

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

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

**ASIAN 377**  
*Section: 001*

**K-Pop and Beyond: Popular Culture and Korean Society**

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

From K-pop to K-drama to “web-toons,” popular culture has emerged in the last two decades as South Korea’s newest and fastest-growing export. What national, global, and technological formations have enabled this emergence? How has the global consumption of popular culture changed South Korean society and what can the South Korean experience tell us about what we might expect in other parts of the world in the future? The course approaches popular culture both as a prism through which to understand social values, historical perspectives, and politico-economic structures that have shaped contemporary Korea, and as the site of active struggle in translation and transnationalization of social experience. The course incorporates a range of classical and recent theorizations about popular culture with the aim of enabling students to critically analyze their own practices of consumption. Emphasis will be placed on film, popular music, television, and new media.

**Intended Audience:** Undergraduates interested in Asian Studies, Communication Studies, Arts and Ideas, Sociology, History, and Anthropology.

**ASIAN 381**  
*Section: 001*

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

Credits: 3  
Enforced Prerequisites: At least one course in Asian Studies (ASIAN) with a minimum grade of C-.  
Advisory Prerequisites: Asian Studies majors with junior or senior standing.  
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 381**  
*Section: 002*  
Credits:

**Junior/Senior Colloquium for Concentrators**  
*Research: Senior Project in Asian Studies*  
3

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.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Brose, Benjamin

For many of the empires of Asia, modernization entailed a radical rethinking of the role of religion at the transnational, national, and local levels. Whether through carefully orchestrated governmental programs to tie religious traditions to national objectives or through sweeping attempts to eradicate "superstition" in favor of a more "scientific" discourse, debates about religion were central to the development of modern Asian nation-states. As the recent proliferation of new religious movements and the resurgence of religious fundamentalism worldwide has demonstrated, previous predictions of a gradually secularized society have proven premature.

In this seminar-style course we will be examining the various ways religions such as Buddhism and Hinduism have been defined and employed in Asia over the course of the last 150 years and attempt to situate religious doctrines and practices within their economic, political, and military contexts. These issues will be investigated through primary sources and secondary scholarship, images and film, short lectures, group discussions, student presentations, and a variety of writing exercises.

**Intended Audience:** This is a capstone course for Asian Studies concentrators who have already taken several courses dealing with the history and culture of Asia (broadly conceived). However, anyone with a strong interest in and some experience with the academic study of Asia is welcome.

**ASIAN 395**  
*Section: 001*

**Honors Thesis**

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

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

**ASIAN 415***Section: 001***Law and Society in Late Imperial and Modern China**

Credits:	3
Advisory Prerequisites:	Junior or senior standing. No prior knowledge of China or Chinese required.
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Cross-Listed Classes:	HISTORY 415 - Law & Soc in China, Section 001
Primary Instructor:	Cassel, Par Kristoffer

The Chinese legal order is one of the great legal traditions that has not only exercised a tremendous influence on other legal systems in East Asia for centuries, but still exerts a considerable influence in China today. In recent years, new research methods and improved access to archival materials have shed new light on many aspects of Chinese legal history and forced scholars to revise many assumptions and ideas. Using selected readings of secondary and primary sources, as well as through audiovisual materials and fiction, this course will explore major topics in Chinese legal history. The course will be divided into three distinct segments:

1. introduction to basic concepts and institutions in the Chinese legal order and how Chinese and foreigners have perceived Chinese law;
2. how the Chinese legal order was implemented during the last imperial dynasty, the Qing (1644-1911); and
3. how Chinese law and institutions were transformed from the mid-19th through the 20th centuries.

Students who have taken the course should have acquired a nuanced understanding of the Chinese legal order and its cultural and social context. They should also be familiar with major issues in the historiography of Chinese legal history.

**Intended Audience:** Undergraduates considering a postgraduate degree in history, social science or law; graduate students in history

**ASIAN 450***Section: 001***Japan to 1700: Origin Myth to Shogun Dynasty**

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

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

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

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

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

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

**ASIAN 502***Section: 001***Humanistic Studies of Historical and Contemporary China**

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

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

**ASIAN 527***Section: 001***History of Buddhist Studies**

Credits: 3  
 Consent: With permission of instructor.  
 Advisory Prerequisites: Graduate standing or permission of instructor.  
 Repeatability: May not be repeated for credit.  
 Primary Instructor: Lopez Jr, Donald S

The focus of this graduate seminar will be the biography of the historical Buddha. The course will begin with the evolution of the biography in India before going on to explore various versions of the biography and the purposes that it served in a number of Buddhist cultures. The seminar will conclude by examining some of the more influential biographies of the Buddha produced in the West during the colonial and post-colonial periods.

**ASIAN 554***Section: 001***Modern Japanese Literature**

Credits: 3

Advisory Prerequisites: ASIANLAN 428.  
Repeatability: May be repeated for a maximum of 9 credit(s).  
Primary Instructor: Zwicker, Jonathan E

This course will look at the culture of Japanese kabuki during the late Tokugawa period with an emphasis on the ways in which theatricality and spectacle intersected with daily life in the city of Edo. We will take a sustained look at the staging of Tsuruya Nanboku's Tokaido Yotsuya Kaidan (1825) as well as a variety of material drawn from fiction, woodblock prints, and printed ephemera. Themes will include the audience and consumption; stage and spectacle; fan clubs and connoisseurship; and the circulation of the theater in print.

Readings will be drawn from the work of Tsuruya Nanboku, Shikitei Sanba, Utei Enba, and Kyokutei Bakin as well as from theoretical texts by writers including Pierre Bourdieu, Roger Chartier, Jürgen Habermas, and Susan Stewart.

**ASIAN 582**  
*Section: 001*

**Himalayas: An Aesthetic Exploration**

Credits: 3  
Advisory Prerequisites: At least one course in South Asian art or architecture.  
Repeatability: May not be repeated for credit.  
Meet Together Classes: ASIAN 335 - Himalayan Aesthetics, Section 001  
HISTART 305 - Himalayan Aesthetics, Section 001  
HISTART 505 - Himalayan Aesthetics, Section 001  
Primary Instructor: Chanchani, Nachiket

The Himalayas are the world's longest and loftiest mountain range. This course will commence with a review of influential Indic and Western perceptions of the Himalayas. Thereafter, we will proceed to glean some of the many ways in which the shaping of objects and the crafting of identities are linked in this region today. Subsequently we shall embark on a series of armchair expeditions to recover interconnections between 'art' and 'life' in the Himalayas in centuries past. Traveling in arcs stretching from the Brahmaputra valley in the east up to the upper reaches of the Indus in the west and in along axes extending from the sub-montane Terai in the south to the frosty Tibetan plateau in the north, we will repeatedly cross China, Bhutan, Nepal, India, Pakistan, and Afghanistan. Resting at sites sought out by explorers, traders, conquerors, and Hindu and Buddhist pilgrims we will query the distinctive forms, layouts, and functions of temples, monasteries, palaces, necropolises, water-structures, and the medley of objects found in them including sculptures, paintings, silk embroideries, ritual objects, and fountains. At our journeys' end, students will have acquired a

1. Critical appreciation of the impact of geography on artistic production;
2. Deeper understanding of historical processes that have transpired in this region over the past two millennia;
3. Enhanced ability to detect dialogues among and between communities living in the Himalayas and in other realms;
4. Greater confidence to use art historical methodologies to begin documenting and interpreting the region's cultural past and present.



**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/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.

**ASIANPAM 301***Section: 001***Topics in Asian/Pacific Islander American Studies***Asian/Pacific Islander Americans in the Civil Rights Movement*

Credits:	3
Repeatability:	May be elected twice for credit. May be elected more than once in the same term.
Meet Together Classes:	AMCULT 301 - Topics Amer Culture, Section 005
Primary Instructor:	Hwang, Roland

This course is an overview of how federal and state laws have affected the Asian Pacific Islander American (APIA) experience and presence in the United States, covering a variety of civil rights cases

and civil wrongs against APIAs. The course features lectures, movies, and guest lecturers from the movement.

The course will cover: the APIA historical timeline, exclusion laws, alien land laws, World War II internment of Japanese Americans, affirmative action as it applies to APIAs, civil rights and racial hate crime violence, bilingual issues in education and in the workplace, post-9/11 issues, immigration law reform, sex-selection ban laws targeting APIAs, APIA voting trends and impact, the Hawaiian sovereignty movement, up to Fisher v University of Texas Austin case on affirmative action, and the current effort to change birthright citizenship, among other topics.

## **Buddhist Studies**

### **BUDDHST 799**

*Section: 001*

### **Seminar in Buddhist Studies**

Credits:	1 - 3
Consent:	With permission of instructor.
Advisory	Prerequisites: Permission of department. Graduate standing.
Repeatability:	May be repeated for a maximum of 9 credit(s)

Seminar in Buddhist Studies.

## **Chinese Studies**

### **CCS 502**

*Section: 001*

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

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

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

**CCS 650***Section: 001***Independent Study in Chinese Studies**

Credits:	1 - 3
Consent:	With permission of instructor.
Advisory Prerequisites:	Master's students in Chinese Studies, and permission of instructor.
Repeatability:	May be repeated for a maximum of 3 credit(s).

Directed readings or research in consultation with a member of the Center for Chinese Studies faculty on a topic related to Chinese Studies.

**CCS 700***Section: 001***Master's Thesis in Chinese Studies**

Credits:	1 - 3
Consent:	With permission of instructor.
Advisory Prerequisites:	Master's students in Chinese Studies, and permission of instructor.
Grading:	Grading basis of 'S' or 'U'.
Repeatability:	May not be repeated for credit.

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

**Dance****DANCE 342***Section: 001***Topics in World Dance**

Credits:	3 (Non-LSA credit).
Consent:	With permission of department.
Repeatability:	May not be repeated for credit.
Meet Together Classes:	RCHUMS 235 - World Dance, Section 001
Primary Instructor:	Genne, Beth

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

- How does dance reflect the values of the society which produces it?
- How are gender, class, relationships between individual and group, and political and spiritual values displayed through dance structures and movements?
- What is the creative process for producing these dance works?

- How is the visual imagery of dance movement designed and how can an audience decipher it?
- What are the basic elements of dance choreography?
- How do choreographic structures differ cross-culturally?
- How do the training, preparation, and performance practices of dancers differ cross-culturally?
- How do the dances of these cultures employ or integrate other art forms such as music, theater, and costume design?
- How are dance productions evaluated and critiqued within different cultures?

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

## Economics

### ECON 441

*Section: 001*

### International Trade Theory

Credits:	3
Enforced Prerequisites:	ECON 401 with a grade of at least C-; or Graduate standing.
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Primary Instructor:	Zimring, Assaf

The course gives analytical tools to better understand issues regarding international trade, and the policies associated with it: Why do nations trade? What do they trade? Who gains from international trade, and who loses? And is China going to steal all American jobs eventually? In addition, the course will cover empirical findings that motivate the models we use in the study of international trade, and test their validity. Specifically, the course will explore the causes for international trade, its effects on economic growth and wage inequality, and discuss the role of multinational corporations, foreign direct investment and international migration in determining trade flows. Finally, we will analyze countries' motives for regulating international trade and the effects of such policies on economic welfare. The course emphasized intuitive understanding, but some basic mathematical tools are also used. The course doesn't have a required textbook, but students may find "International economics : theory & policy, Author: Paul R. Krugman, Maurice Obstfeld, Marc J. Melitz., Publisher: Pearson Addison-Wesley 9th ed. 2008" helpful.

**Class Format:** Grades in the course are based on 5 problem sets, a midterm, and a final. In marginal cases, some consideration may be given also to class participation.

### ECON 442

*Section: 001*

### International Finance

Credits:	4
Enforced Prerequisites:	ECON 402 with a grade of at least C-; or Graduate standing.
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Primary Instructor:	Sotelo, Sebastian





What is a novel, and what isn't? (And why did Shakespeare write only plays and sonnets?)  
 Does the novel have a historical origin?  
 Do we care when the novel "begins"?  
 Given that the first novel in Japanese dates from the 11th century, should we call the novel a Japanese invention?  
 Are novels geographically specific?  
 We've all heard of "the great American novel" — should we be looking, similarly, for "the great Nigerian novel," or "Pakistani novel," or other national novels in English?  
 How did most of the world end up reading and writing novels?  
 Did the form travel through the circuits of globalization — or are we all somehow registering similar historical experiences in this singular genre?  
 Why do we have "feminine" novels (romance, chick lit) and masculine ones (sci-fi, mystery)?  
 Are these simply societal distortions, or is there a gendered dynamic in this type of fiction?  
 Is there such a thing as global literature? And does that include something like Harry Potter?  
**Required Texts:** You are required to purchase two texts:  
 Shelley, Mary. *Frankenstein*. 1818. Please buy the Norton Critical Edition.  
 McKeon, Michael, ed. *Theory of the Novel: a Historical Approach*. Baltimore: Johns Hopkins University Press, 2000.

We will also be reading a classic Hindi novel, in English translation, which is out of print but available online:  
 Renu, Phanishwar Nath. *The Soiled Border*. (Maila Anchal, 1954.) Trans. Indira Junghare, 1991.  
 Additional readings (some fiction, some theory) will be made available via CTools.

**Course Requirements:** The assessment for the course will be based on the following assignments, which are listed with their percentage component for the final grade:  
 Ten weekly problem sets (two short responses, 100 words or less, to two questions on the reading), 20%  
 One midterm paper of 3-5 pages, 25%  
 One final paper, 3-5 pages, 25%  
 One small group project, in groups of three, with three graded components:  
 A 10 minute group presentation, in class, 10%  
 A collectively authored poster, essay, or webpage, 10%  
 An individually authored 'think piece' or personal response on your learning experience in the group project, 10%

## English Language Institute

### ELI 351

*Section: 001*

### Second Language Acquisition

Credits:	3
Advisory Prerequisites:	LING 111 or 210.
Repeatability:	May not be repeated for credit. Undergrad and Grad
Meet Together Classes:	LING 351 - 2nd Lang Acquis, Section 001 LING 351 - 2nd Lang Acquisit, Section 001 PSYCH 344 - 2nd Lang Acquis, Section 001

Primary Instructor: Ellis, Nick

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

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

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

### **Text and Readings**

1. Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. ISBN: 978-0-340-90559-3. Paperback
2. Lightbown, P.M., & Spada, N. (2013). *How languages are learned*. (Fourth ed.) Oxford: Oxford University Press. ISBN: 978-0-19-454126-8. Paperback
3. LING 352 - *Development of Language and Thought*
4. Section: 001 Electronic coursepack. Readings on the C-tools site.

### **ELI 391**

*Section: 001*

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

*Fundamentals in Teaching English as a Second Language Internationally*

Credits:	3
Credit Exclusions:	A maximum of four ELI credits may be counted toward a degree.
Waitlist Capacity:	unlimited
Repeatability:	May be elected twice for credit.
Meet Together Classes:	ELI 591 - Teach ESL Overseas, Section 001
Primary Instructor:	Maticc, Melinda S

ELI 391/591 introduces students to the essentials of classroom methodology and practice for teaching English as a Second Language internationally. Lectures and discussions will focus on language learning and communicative teaching practices for ESL in international settings. Activities include designing and developing appropriate materials and using resources for multiple age groups, levels, and for culturally specific contexts.





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

Course Texts:

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

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

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

**Course Goals:** Students will:

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

**Course Requirements:**

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

## Program in the Environment

### **ENVIRON 304**

*Section: 001*

### **Topics in Culture and Environment**

*Doing Environmental History in Japan*

Credits:

3

Waitlist Capacity:

unlimited

Repeatability:

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

Meet Together Classes:

HISTORY 328 - HU History Topics, Section 002

Primary Instructor:

Pincus, Leslie B

This term, we will explore concepts of the natural world and histories of the environment in Japan, from 1600 to the present. The course begins by looking at historical practices of representing and imagining the natural world, ranging from the visual arts, Japanese garden design, literature, and knowledge production. We then examine changing understandings of the land and the living world manifested in agriculture and forestry during the Tokugawa era. Moving into the modern era, we trace the effects of industrialization and social modernization on the natural environment. Through a series of case studies, from Ashio copper mine pollution at the turn of the century and Minamata mercury poisoning in the early postwar to the

more recent Fukushima nuclear disaster, we focus on how Japan's governments and citizens have responded to the degradation of the natural world.

The course readings include significant works from a newly emerging field of Japanese environmental history as well as key texts chosen from global environmental history to help us develop comparative and conceptual frameworks. The course will also include hands-on sessions (at the U-M Museum of Art, for example) as well as guest speakers.

**Intended Audience:** Upper-division undergraduates and graduate students.

**ENVIRON 462**

*Section: 001*

**Topics in Environmental Social Science**

*Japan: Green/Toxic Archipelago*

Credits:	3
Advisory Prerequisites:	At least one environmentally related course prior to this class.
Repeatability:	May be repeated for a maximum of 12 credit(s). May be elected more than once in the same term.
Meet Together Classes:	HISTORY 392 - Asian Hist Topics, Section 001 HISTORY 592 - Asian Topics, Section 001
Primary Instructor:	Pincus, Leslie B

While Japan has conventionally been described as a consensual society, the historical record reveals ample evidence of conflict, often in the form of purposeful action against organized power, and, increasingly, in the service of socially transformative ends. In this seminar-style course, we'll examine histories of protest and rebellion in modern Japan and identify the structures of power within and against which they arise. The course covers two hundred years of epoch-making historical change, from the social and political turmoil that anticipated the fall of the Shogun's government in the nineteenth century to the environmental disaster in Fukushima in the twenty-first century. We'll explore a range of protest movements and oppositional practices, each organized around the most salient issues of a particular historical moment—from economic equity, citizenship and political rights to gender inequality, class conflict, ethnic discrimination and environmental justice.

We will begin with a series of questions and refine them as we go: What sorts of institutional and discursive formations both limit and enable protest? And how do those formations change in response to protest? How do people in a given time, place, and social location conceive of their relationship to authority? What understandings of obligation, justice, right, or interest move individuals and groups to defy norms and laws, often at great risk to themselves? And, finally, what social aspirations or political visions do they bring to the task? We'll look closely at how scholars have interpreted the historical records that attest to instances of protest and rebellion and consider how we might construct our own histories of oppositional episodes in Japanese history.

**Course Requirements:** You will be asked to write short, weekly response papers as well as a longer final essay.

**Class Format:** This seminar-style course is a collaborative endeavor to explore questions and issues emerging from the readings. The task of presenting texts and facilitating discussion will be divided among members of the class, with student sharing areas of interest and expertise. The class will also include several hands-on sessions in the U-M Art Museum and Clements Library as well as a small roster of eminent guest speakers.

## History

### **HISTORY 102**

*Section: 001*

### **A History of the Present**

Credits: 4  
Repeatability: May not be repeated for credit.  
Primary Instructor: Suny, Ronald G

As we enter a new, potentially exciting, and unpredictable historical period, the younger generations face seemingly insoluble problems. Among the issues that they will face are the costs and benefits of economic globalization, the rise of religious conflict, the potentially waning power of the United States and the rise of China, the failure of the transitions to democracy in much of the world, and the tragedies of war, genocide, and poverty endemic to the underdeveloped world. This course will explore the roots and evolution of political philosophies and social and political formations that have established the structures and discourses in which our world operates at the present time. There will be a historical dimension to the lectures and discussions, but each topic will be brought up to the present time. Readings will be both historical and contemporary. The topics of the lectures and discussions will be the following:

I. HISTORY, II. MODERNITY, III. CAPITALISM, IV. THE STATE, V. REVOLUTION, VI. LIBERALISM, VII. CONSERVATISM, VIII. SOCIALISM, IX. NATIONALISM, X. IMPERIALISM, XI. WAR, XII. DEMOCRACY, XIII. GLOBALIZATION, XIV. AMERICA, XV. OUR OWN TIMES  
Among the readings will be primary sources in the various political philosophies (*e.g.*, Locke, Burke, Mazzini, Marx) as well as secondary works that have shaped the discussions of some of these topics (*e.g.*, Benedict Anderson on nationalism, Joseph Stiglitz on globalization, Anatole Lieven on American nationalism).

### **HISTORY 203**

*Section: 001*

### **Introduction to Japanese Civilization**

Credits: 4  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ASIAN 200 - Intr Jpn Civilizatn, Section 001  
Primary Instructor: Auerback, Micah Louis

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

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

### **HISTORY 205**

*Section: 001*

### **Modern East Asia**



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

**HISTORY 328**

*Section: 002*

**Humanities Topics in History**

*Doing Environmental History in Japan*

Credits:

3

Repeatability:

May be elected five times for credit.

Meet Together Classes:

ENVIRON 304 - Culture&Envir Topics, Section 001

Primary Instructor:

Pincus, Leslie B

This term, we will explore concepts of the natural world and histories of the environment in Japan, from 1600 to the present. The course begins by looking at historical practices of representing and imagining the natural world, ranging from the visual arts, Japanese garden design, literature, and knowledge production. We then examine changing understandings of the land and the living world manifested in agriculture and forestry during the Tokugawa era. Moving into the modern era, we trace the effects of industrialization and social modernization on the natural environment. Through a series of case studies, from Ashio copper mine pollution at the turn of the century and Minamata mercury poisoning in the early postwar to the more recent Fukushima nuclear disaster, we focus on how Japan's governments and citizens have responded to the degradation of the natural world.

The course readings include significant works from a newly emerging field of Japanese environmental history as well as key texts chosen from global environmental history to help us develop comparative and conceptual frameworks. The course will also include hands-on sessions (at the U-M Museum of Art, for example) as well as guest speakers.

**Intended Audience:** Upper-division undergraduates and graduate students.

**HISTORY 329**

*Section: 001*

**Social Science Topics in History**

*Computers and the Internet: A Global History*

Credits:

3

Repeatability:

May be elected five times for credit.

Primary Instructor:

Edwards, Paul N

Why were computers invented? Who wanted them, and for what purposes? How have computers and the Internet changed the shape of society and culture — and how did society and culture shape them?

This nontechnical seminar explores the social, political, and cultural history of computers and computer networks around the world, from the 19th century to the present. We will cover Charles Babbage's designs for steam-powered, mechanical computers in Victorian England; pre-1950 human "computers" in business, science, and war; how early digital computers cracked the Nazi Enigma cipher during World War II; how the Cold War changed computers, and how computers changed the Cold War in the United States, the Soviet Union, France, and Germany. We'll look at the 1960s computer-based experiment with socialist economic management in Allende's Chile, the role of character encoding standards in delaying Internet adoption by speakers of Asian languages, and the role of computers in apartheid South Africa. Finally, we'll study the story behind the Internet and the World Wide Web.

**Intended Audience:** Juniors and seniors. Sophomores admitted by permission of instructor. Students completely unfamiliar with basic computer concepts will be expected to research these independently. This course meets requirements for the Science, Technology & Society (STS) minor. Preference to History concentrators, BSI students, and STS minors.

### **HISTORY 392**

*Section: 001*

### **Topics in Asian History**

*Japan: Green Archipelago/Toxic Archipelago*

Credits:

3

Repeatability:

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

Meet Together Classes:

ENVIRON 462 - Envir Soc Sci Topics, Section 001

HISTORY 592 - Asian Hist Topics, Section 001

Primary Instructor:

Pincus, Leslie B

While Japan has conventionally been described as a consensual society, the historical record reveals ample evidence of conflict, often in the form of purposeful action against organized power, and, increasingly, in the service of socially transformative ends. In this seminar-style course, we'll examine histories of protest and rebellion in modern Japan and identify the structures of power within and against which they arise. The course covers two hundred years of epoch-making historical change, from the social and political turmoil that anticipated the fall of the Shogun's government in the nineteenth century to the environmental disaster in Fukushima in the twenty-first century. We'll explore a range of protest movements and oppositional practices, each organized around the most salient issues of a particular historical moment—from economic equity, citizenship and political rights to gender inequality, class conflict, ethnic discrimination and environmental justice.

We will begin with a series of questions and refine them as we go: What sorts of institutional and discursive formations both limit and enable protest? And how do those formations change in response to protest? How do people in a given time, place, and social location conceive of their relationship to authority? What understandings of obligation, justice, right, or interest move individuals and groups to defy norms and laws, often at great risk to themselves? And, finally, what social aspirations or political visions do they bring to the task? We'll look closely at how scholars have interpreted the historical records that attest to instances of protest and rebellion and consider how we might construct our own histories of oppositional episodes in Japanese history.

**Course Requirements:** You will be asked to write short, weekly response papers as well as a longer final essay.

**Class Format:** This seminar-style course is a collaborative endeavor to explore questions and issues emerging from the readings. The task of presenting texts and facilitating discussion will be divided among members of the class, with student sharing areas of interest and expertise. The class will also include

several hands-on sessions in the U-M Art Museum and Clements Library as well as a small roster of eminent guest speakers.

## **HISTORY 415**

*Section: 001*

## **Law and Society in Late Imperial and Modern China**

Credits:	3
Advisory Prerequisites:	Junior or senior standing. No prior knowledge of China or Chinese required.
Repeatability:	May not be repeated for credit.
Rackham Information:	Rackham credit requires additional work.
Cross-Listed Classes:	ASIAN 415 - Law & Soc in China, Section 001
Primary Instructor:	Cassel, Par Kristoffer

The Chinese legal order is one of the great legal traditions that has not only exercised a tremendous influence on other legal systems in East Asia for centuries, but still exerts a considerable influence in China today. In recent years, new research methods and improved access to archival materials have shed new light on many aspects of Chinese legal history and forced scholars to revise many assumptions and ideas. Using selected readings of secondary and primary sources, as well as through audiovisual materials and fiction, this course will explore major topics in Chinese legal history. The course will be divided into three distinct segments:

- introduction to basic concepts and institutions in the Chinese legal order and how Chinese and foreigners have perceived Chinese law;
- how the Chinese legal order was implemented during the last imperial dynasty, the Qing (1644-1911); and
- how Chinese law and institutions were transformed from the mid-19th through the 20th centuries.

Students who have taken the course should have acquired a nuanced understanding of the Chinese legal order and its cultural and social context. They should also be familiar with major issues in the historiography of Chinese legal history.

**Course Requirements:** Participation (30%) and three papers (total 70%) submitted at the end of each segment: a short essay; one of 5-7 pages; and one of 10-12 pages. Participation includes reading assigned texts, regular attendance in class, active participation in class discussions and prompt submission of assignments. Topics should be chosen in consultation with the instructor. Most of the readings will be available on Electronic Reserve.

**Intended Audience:** Undergraduates considering a postgraduate degree in history, social science or law; graduate students in history.

## **HISTORY 450**

*Section: 001*

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

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



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

**HISTORY 497**

*Section: 004*

**History Colloquium**

*Japan's 16th Century Revolution: Christians, Samurai, Tea Masters, and Merchants*

Credits:	4
Consent:	With permission of department.
Advisory Prerequisites:	Junior and Senior HISTORY majors. HISTORY majors are required to elect HISTORY 496 or 497.
Repeatability:	May be repeated for a maximum of 8 credit(s).
Primary Instructor:	Tonomura, Hitomi

The sixteenth century marked a seminal moment in the long history of premodern Japan. It was a period of incessant warfare and devastating destructions. But amidst this violence, commoners took on new important roles, and aristocrats, now impoverished, reformulated their traditional cultural capital for survival. The warriors, the period's demonstrative protagonists, invented practical and philosophical solutions to the complex and ever shifting challenges that they themselves created. Meanwhile, all around the archipelago, the world was shrinking. Spain and Portugal, and the Netherlands and the Great Britain, advanced into East Asia and brought their religion and commerce, which sometimes camouflaged each sovereign's raw political ambitions. The society-wide experience of protracted warfare and the new global horizon in turn energized the drive for unshakable peace, leading to new practices and ideas that would eventually shape the two and a half centuries of pax Tokugawa. (1600-1868).

Our course considers the exciting period of turmoil by situating Japan globally and by examining the activities and impact of the Christian visitors, ambitious warriors, and wise merchants, as well as the resplendent cultural forms they patronized, such as the art of tea, poetry contests, architectures and paintings.

**Class Format:** The course features at least two full-length films: the Shadow Warrior and Rikyû the Tea Master, which will be shown in class. We will also visit the museum for viewing medieval artifacts, such as swords, tea bowls and scrolls. We will read scholarly articles and books, letters and reports written by Europeans, and documents and diaries of people living on the Japanese archipelago and the Korean Peninsula.

**HISTORY 548**

*Section: 001*

**Humanistic Studies of Historical and Contemporary China**

Credits:	3
Consent:	With permission of instructor.
Advisory Prerequisites:	Permission of instructor.



several hands-on sessions in the U-M Art Museum and Clements Library as well as a small roster of eminent guest speakers.

**HISTORY 610**

**Graduate Colloquium in World and Global History**

Section: 001

Credits: 3  
Cost: >100  
Repeatability: May not be repeated for credit.  
Primary Instructor: Northrop, Douglas Taylor

This graduate colloquium introduces students to world and global history as a research and teaching field. World history operates on a far larger scale of space and time than most historians are accustomed to, as practitioners make arguments and connections that stretch across the usual geographical and/or chronological boundaries. This course thus offers a chance to “think big,” and an opportunity to set regional and chronological specialties into wider frameworks.

It emphasizes the current state of the field, as we read some of the most interesting and important new work being done — but also take note of some classic studies that defined the field and that continue to exert a strong influence. The reading list emphasizes studies of the modern world, i.e., of the last 500 years or so, but the syllabus also provides historiographical breadth (geographical, chronological) and variety (in purpose, audience, and methodology). Taken as a whole, the course aims to sketch the major approaches that world/global historians have taken, identifying some of the methods and theories they employ, and considering the main disputes that have arisen (as well as institutional / professional issues related to the field’s standing in the discipline as a whole). Since it is also meant to give students familiarity with world history as a teaching field, we will conclude by considering its particular pedagogical challenges, and how best to present these globally oriented approaches in the classroom.

Books include several monographs (all available on reserve, for free, or for purchase).

**Course Requirements:** Course requirements include: participation, written book reviews, and a pedagogical exercise.

**HISTORY 623**

**Topics in World Economic History, II**

Section: 001

Credits: 3  
Advisory Prerequisites: ECON 401, Intermediate economic theory/statistics.  
Repeatability: May be repeated for credit.  
Cross-Listed Classes: ECON 664 - Topc Wrld Ec Hist II, Section 001  
Primary Instructor: Bleakley, C Hoyt  
Instructor: Hausman, Joshua Kautsky

This class introduces students to a variety of topics in the economic history of the world. The class is largely student driven and seminar in format. New topics are added each year. Students are encouraged to introduce topics from around the world.

**HISTORY 673**

**Studies in Pre-Modern Japanese History**

*Section: 001*

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Tonomura, Hitomi

This course introduces major English-language works on Japan's premodern history (before 1750). Readings are selected to promote our familiarity and critical appreciation of the key themes and trends which have shaped the historiography. We evaluate individual works in terms of their approach, methodology, sources used, and argumentation as well as the actual historical "knowledge" or "content." By discussing these works, we hope to understand their merits, limitations and relative significance to the way the field has developed. We also consider unexplored issues and problems as well as possible alternate approaches and methods which might be employed to conduct historical inquiry in this field. The course may serve as the first stage of preparation for taking the Ph.D. prelim examination and for teaching Japanese history at a college level.

**Intended Audience:** Graduate students interested in premodern Japanese history.

## History of Art

### **HISTART 205**

*Section: 001*

### **Sacred Places**

Credits: 4  
Repeatability: May not be repeated for credit.  
Primary Instructor: Gruber, Christiane J

In most parts of the world, religious activity is linked to specific places that have ritual, mythical, or historical significance. These "sacred spaces" become the focus of ritual activity, pilgrimage, and symbolism, and are usually endowed with buildings and art that celebrate the sanctity of the place, create a sense of awe, and accommodate the activities and people who travel to visit them. This course offers an introduction to a selection of significant sacred sites and shrines throughout the world. The holy places discussed in the course are associated with ancient Mesopotamian, Egyptian, Greek, and Roman religions, as well as Judaism, Christianity, Islam, Buddhism, and Hinduism. Through these sacred places, we explore why certain artworks and sites became holy to certain peoples and civilizations, how they convey a sense of transcendence, and in what ways structures are planned to accommodate assembled groups of persons and attendant festivals and rituals. HISTART category for concentration distributions: A. The Middle East (includes Western and Central Asia, and North Africa), D. Europe and the U.S., 1. Ancient, 2. Medieval.

### **HISTART 292**

*Section: 001*

### **Introduction to Japanese Art and Culture**

Credits: 4  
Credit Exclusions: No credit granted to those who have completed or are enrolled in HISTART 495.







- deeper understanding of historical processes that have transpired in this region over the past two millennia;
- enhanced ability to detect dialogues among and between communities living in the Himalayas and in other realms
- greater confidence to use art historical methodologies to begin documenting and interpreting the region's cultural past and present.

## International Studies

### INTLSTD 388

*Section: 001*

### Topics in Political Economy and Development

*Two Koreas: Political Economy of Regional Rivalry*

Credits:	3
Enforced Prerequisites:	CICS 101 or INTLSTD 101.
Advisory Prerequisites:	CICS 301 or INTLSTD 301.
Repeatability:	May be elected twice for credit. May be elected more than once in the same term.

This course will focus on topics in political economy and development.

**Course Requirements:** Varies by term and instructor

**Intended Audience:** Juniors and seniors majoring in International and Comparative Studies.

**Class Format:** Varies by term and instructor

### INTLSTD 401

*Section: 005*

### International Studies Advanced Seminar

*Business and Politics in Developing Countries*

Credits:	3
Enforced Prerequisites:	Junior standing or above.
Repeatability:	May be elected twice for credit.
Meet Together Classes:	AAS 458 - Black World Issues, Section 002
Primary Instructor:	Pitcher, Anne

From Bulgaria to Benin, private sector development has been one of the most significant global changes of the last quarter century. The seminar explores innovative, private-sector driven approaches to development; the growth of the residential and commercial real estate sectors; and the spread of electronic banking in East and Central Europe, Latin America, Asia, and Africa. It will also assess public-private partnerships such as the one between the coffee transnational, Starbucks and several international non-governmental organizations to provide water, sanitation and micro-credit in developing countries. Finally the course will consider the impact of the global financial crisis on emerging markets.

### INTLSTD 489

### Advanced Topics in Comparative Culture and Identity



*Section: 001*

*Contemporary South Korea from a Comparative, Global, and Social Scientific Perspective*

Credits: 3  
Enforced Prerequisites: CICS 101 or INTLSTD 101.  
Advisory Prerequisites: CICS 301 or INTLSTD 301.  
Repeatability: May be elected twice for credit.  
Meet Together Classes: SOC 495 - Topics in Sociology, Section 001  
Primary Instructor: Kim, Jaeun

This course explores the dramatic and tumultuous transformation of South Korea in the latter half of the twentieth century — and up to the present — from a comparative and global perspective. In less than six decades, South Korea was transformed from one of the poorest postcolonial agrarian societies torn by the civil war to the twelfth largest economy in the world with internationally recognized brand names. This change was accompanied by the equally dramatic political, demographic, and cultural transformations: from a military dictatorship to an electoral democracy with vibrant civil society and social movements; from the major target of international population control agencies to a rapidly aging society with the lowest fertility rate and the highest college entrance rate in the world; from the major source of emigrants fleeing poverty and political turmoil in their homeland to one of the most popular immigrant destinations in East Asia with its globally connected urban centers; and from a society largely dominated by Confucian values to a major producer of global popular culture, ranging from Psy's Gangnam Style to Chan-wook Park's Old Boy. The course situates South Korea's dizzying trajectory in the broader comparative and global context rather than treating it as an isolated case. By moving beyond the familiar realm of the American society, students will learn how the South Korean case expands, deepens, or revises our extant social scientific understanding of the Cold War geopolitics and nationalism, economic development and inequality, urbanization and the rise of consumer culture, democratization and social movements, gender politics and family transformations, and globalization, immigration, and diasporas. A broad range of materials will be utilized for this purpose, including scholarly and journalistic articles, fictional and non-fictional stories, and fiction and documentary films.

## **Japanese Studies**

### **CJS 281**

*Section: 601*

### **Study Abroad in Japan**

*Japan Course Connections: Contemporary Japanese Literature in Tokyo*

Credits: 2  
Consent: With permission of instructor.  
Repeatability: May be elected twice for credit.  
Primary Instructor: Zwicker, Jonathan E

Travel to Tokyo, the capital and largest city of modern Japan, to learn about the literature of Tokyo as a 'Global City' in the early 21<sup>st</sup> century. We will examine fiction in its historical contexts from the mid-nineteenth century through the early twenty-first century to explore how Japanese writers and intellectuals engaged with the changing world of the last century and a half.

This class will include changes to literary form and practice occasioned by the rise of blogs, chatrooms, cell-phone novels and other media such as animation and manga. Themes of the course will include modernism and modernity, nostalgia and homesickness, empire and its aftermath, and the cultures of

globalization. Authors will include Higuchi Ichiyo, Natsume Soseki, Akutagawa Ryunosuke, Tanizaki Jun'ichiro, Kawabata Yasunari, Hayashi Fumiko, and Mishima Yukio.

**CJS 281**

*Section: 602*

**Study Abroad in Japan**

*Environmental Encounters in Japan: Past, Present, Prospect*

Credits: 2  
Consent: With permission of instructor.  
Repeatability: May be elected twice for credit.  
Primary Instructor: Pincus, Leslie B

This course addresses concepts of nature and histories of the environment in Japan. We examine how people living on the Japanese archipelago have interacted with the land, seas, and biota from the time of the Tokugawa shoguns to the Fukushima meltdown. What do these interactions tell us about Japanese understandings of the natural world? How have these understandings changed under the pressures of modernity? And why has the environment become a site of conflict and controversy in Japan over the past century?

The in-country component of the course will base in Tokyo to explore first-hand the themes and case studies students have addressed in the classroom. Students will have the opportunity to visit the physical and memorial sites of major pollution disasters; they will interact with the green legacies of historic forestry and agricultural practices; they will observe the metabolic circulation of goods and waste through a global megacity; and they will encounter alternative initiatives in food production and distribution. A link-up with Waseda University will facilitate exchange with students and scholars in Japan.

Intended Audience: Students selected to participate in the CGIS Global Course Connections trip to Tokyo organized in conjunction with HISTORY 328.002, Humanities Topics in History: Doing Environmental History in Japan. Registration by permission only.

Class Format: Pre-trip on campus meetings in the second half of Winter term and travel to Japan in May.

**CJS 450**

*Section: 001*

**Minicourse in Japanese Studies**

*Politics and Anthropology in Imperial and Occupied Japan: Dilemma between Colonialism and Academism*

Credits: 1  
Advisory Prerequisites: Upperclass standing.  
Other Course Info: Taught in English.  
Repeatability: May be repeated for a maximum of 4 credit(s). May be elected more than once in the same term.  
Rackham Information: Rackham credit requires additional work.  
Primary Instructor: Nakao, Katsumi

This mini-course will examine colonial policy and anthropological studies in Japan and in the United States. Topics that will be covered in the course include Japanese colonial expansion, anthropological fieldwork conducted on Japanese colonies, institutes of ethnology during World War II, and Japanese studies by the United States during and after World War II.

Imperial Japan included indigenous and unofficial colonies, like Manchuguo and Mongolia. This course will introduce the Japanese colonial empire prior to the war's influence on native societies through concrete examination of ethnological research. The course will refer to Taiwanese minorities, Northern Chinese hunting minorities living in the border area, and Oceanian, Mongolian and Muslim societies in Inner and Southeast Asia.





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

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

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

### **Text and Readings**

5. Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. ISBN: 978-0-340-90559-3. Paperback
6. Lightbown, P.M., & Spada, N. (2013). *How languages are learned*. (Fourth ed.) Oxford: Oxford University Press. ISBN: 978-0-19-454126-8. Paperback
7. LING 352 - Development of Language and Thought
8. Section: 001 Electronic coursepack. Readings on the C-tools site.

### **LING 352**

*Section: 001*

### **Development of Language and Thought**

Credits:	3
Advisory Prerequisites:	PSYCH 250.
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	PSYCH 352 - Develop Language, Section 001
Primary Instructor:	Smith, Craig

The course explores how language develops in infancy and beyond. The course touches on key aspects of language development, such as word learning, grammar development, phonology, bilingualism, language disorders, and the social uses of language. The course also explores the evolutionary and biological bases of human language, and reviews the connections between language and various aspects of cognition.

**Course Requirements:** The course includes readings linked to each lecture, 3 exams, and 1 final paper. There may also be times when students are asked to give short presentations.

**LING 367**  
*Section: 001*

**Languages of Asia**

Credits: 3  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: ASIAN 367 - Languages of Asia, Section 001  
Primary Instructor: Baxter, William H

This course examines selected languages of Asia and what they can tell us about the societies that have used them: how they work, how they are distributed geographically and socially, how they are connected to each other, how (and whether) they have been written, what their status has been, and how all these things have changed in response to historical processes. We will focus primarily on East, South, and Southeast Asia. The course is organized into four main parts:

- Preliminaries (basic geography and history, basic linguistic concepts)
- Asian language families
- Writing systems
- Language in culture and politics

**LING 492**  
*Section: 001*

**Topics in Linguistics**  
*Cognitive Interactional Perspectives on Bilingualism*

Credits: 3  
Repeatability: May be repeated for a maximum of 6 credit(s). May be elected more than once in the same term.  
Meet Together Classes: LING 792 - Linguistic Topics, Section 001  
Primary Instructor: Pires, Acrisio M

This course explores aspects of language acquisition, addressing various questions regarding the nature of higher-level language cognition and how it develops. We focus on different cases studies to address questions regarding success (or purported deficits) in the acquisition of linguistic knowledge, with a special focus on the emergence of complex structure (syntax) and the construction of meaning (semantics) in child and adult learners.

First, we will investigate aspects of child language acquisition and its implications for the understanding of linguistic competence. How does the acquisition of different syntactic processes take place in early childhood? How do children develop knowledge of sentence structure in connection to complex meaning? Are bilingual children at a disadvantage regarding language acquisition, when compared to monolingual children? What are the linguistic consequences of growing up with two languages, in different settings (for instance, when one speaks one language at home and another one in the community)?

We will then consider related implications regarding adult second language learning and bilingualism. Can adult language learners attain native knowledge in their second language? What are the long-term consequences of bilingualism for either language: can you lose it if you don't use it?

The course will consider topics such as: the nature vs. nurture perspectives on the development of language; the acquisition of two languages in immigrant settings, and how it has been argued to yield deficits or "incomplete acquisition"; the processes by which previously acquired linguistic knowledge can show evidence of being lost over time (language attrition). In addition, we will analyze common processes involved in the acquisition and maintenance of two languages by the individual: interference or transfer, lexical/grammatical borrowing and codeswitching, language variation and change, and effects of bilingual acquisition on morphosyntax and meaning interfaces. In addition to learning about the topics

above, students will work on the design of an experiment aiming at testing research questions on language acquisition of relevance to the course.

The course will explore various topics that have received extensive attention in linguistics research: the nature vs. nurture perspectives on the development of native competence in monolinguals, the acquisition of two languages under different conditions, and how it has been argued to yield outcomes that are similar or different from monolingual or first language acquisition (deficits or “incomplete acquisition” and “fossilization”), and the processes by which previously acquired linguistic knowledge can show evidence of being lost over time (language attrition). The course will consider different factors that may result from the acquisition and maintenance of one or more languages by the individual: interference or transfer, lexical/grammatical borrowing and codeswitching, language variation and change, and possible effects of bilingual acquisition on different linguistic interfaces (morphology-syntax, syntax-semantics and semantics-pragmatics). We will discuss primary published research regarding the topics above, and students will work on the design of an experiment aiming at testing research questions related to the course.

<b>LING 522</b>	<b>Language Contact</b>
<i>Section: 001</i>	
Credits:	3
Advisory Prerequisites:	Required core courses in Linguistics (LING 313, LING 315, LING 316) or equivalent. Simultaneous enrollment is sufficient.
Repeatability:	May not be repeated for credit.
Primary Instructor:	Baptista, Marlyse

Because language contact is a fact of life for most of the world's people and all of the world's nations, it is hardly surprising that it often plays a major role in people's daily lives and in language change. This course will begin with a survey of historical, social, and political settings of language contact (when, where, and why do languages come into contact?) and with a consideration of this question: when two or more languages come into contact, is one of them likely to vanish within a few decades? The class continues with an investigation of the following topics: linguistic effects of language contact; unilateral and bi-directional influences; social predictors and effects of language contact; contact-related language change versus internal development; bilingualism and language contact as interrelated phenomena; areal features as a particular consideration tied to contact. We also pay close attention to cognitive processes observable in multilingual settings and wrap up the course with language policy and planning in language contact.

<b>LING 551</b>	<b>Second Language Acquisition</b>
<i>Section: 001</i>	
Credits:	3
Advisory Prerequisites:	LING 111 or 210.
Repeatability:	May not be repeated for credit. Undergrad and Grad
Meet Together Classes:	ELI 351 - 2nd Lang Acquis, Section 001 LING 351 - 2nd Lang Acquisit, Section 001 PSYCH 344 - 2nd Lang Acquis, Section 001
Primary Instructor:	Ellis, Nick

This is an introductory course in Second Language Acquisition (SLA). How adults learn, or fail to learn, a second language is a fascinating question. It involves much of what we know about human cognition,

psychology, and language. How best to help learners acquire a second language is an equally important educational issue. In addition to all of the factors which play a role in child language acquisition, SLA also involves effects of variation in second language educational, social and usage environments, ages of acquisition, levels of learner cognitive and brain development, motivation, and language transfer.

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

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

### **Text and Readings**

1. Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. ISBN: 978-0-340-90559-3. Paperback
2. Lightbown, P.M., & Spada, N. (2013). *How languages are learned*. (Fourth ed.) Oxford: Oxford University Press. ISBN: 978-0-19-454126-8. Paperback
3. LING 352 - Development of Language and Thought
4. Section: 001 Electronic coursepack. Readings on the C-tools site.

### **LING 792**

*Section: 001*

### **Topics in Linguistics**

*Cognitive Interactional Perspectives on Bilingualism*

Credits:

3

Repeatability:

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

Meet Together Classes:

LING 492 - Linguistic Topics, Section 001

Primary Instructor:

Pires, Acrisio M

This course explores aspects of language acquisition, addressing various questions regarding the nature of higher-level language cognition and how it develops. We focus on different cases studies to address questions regarding success (or purported deficits) in the acquisition of linguistic knowledge, with a special focus on the emergence of complex structure (syntax) and the construction of meaning (semantics) in child and adult learners.

First, we will investigate aspects of child language acquisition and its implications for the understanding of linguistic competence. How does the acquisition of different syntactic processes take place in early childhood? How do children develop knowledge of sentence structure in connection to complex meaning? Are bilingual children at a disadvantage regarding language acquisition, when compared to monolingual children? What are the linguistic consequences of growing up with two languages, in different settings (for instance, when one speaks one language at home and another one in the community)?



We will then consider related implications regarding adult second language learning and bilingualism. Can adult language learners attain native knowledge in their second language? What are the long-term consequences of bilingualism for either language: can you lose it if you don't use it?

The course will consider topics such as: the nature vs. nurture perspectives on the development of language; the acquisition of two languages in immigrant settings, and how it has been argued to yield deficits or "incomplete acquisition"; the processes by which previously acquired linguistic knowledge can show evidence of being lost over time (language attrition). In addition, we will analyze common processes involved in the acquisition and maintenance of two languages by the individual: interference or transfer, lexical/grammatical borrowing and codeswitching, language variation and change, and effects of bilingual acquisition on morphosyntax and meaning interfaces. In addition to learning about the topics above, students will work on the design of an experiment aiming at testing research questions on language acquisition of relevance to the course.

The course will explore various topics that have received extensive attention in linguistics research: the nature vs. nurture perspectives on the development of native competence in monolinguals, the acquisition of two languages under different conditions, and how it has been argued to yield outcomes that are similar or different from monolingual or first language acquisition (deficits or "incomplete acquisition" and "fossilization"), and the processes by which previously acquired linguistic knowledge can show evidence of being lost over time (language attrition). The course will consider different factors that may result from the acquisition and maintenance of one or more languages by the individual: interference or transfer, lexical/grammatical borrowing and codeswitching, language variation and change, and possible effects of bilingual acquisition on different linguistic interfaces (morphology-syntax, syntax-semantics and semantics-pragmatics). We will discuss primary published research regarding the topics above, and students will work on the design of an experiment aiming at testing research questions related to the course.

## Musicology

### MUSICOL 122

*Section: 001*

### Intro World Music

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

This course is an introductory survey to selected musical traditions of the world. Introduction to World Music will cover the Middle East, Africa, China, India, Indonesia, and Latin America. Alongside the theory, principles, and aesthetics of music making, we will study the social, political, and economic contexts of music. We will consider issues such as: tradition, transformation, diaspora, modernity, and globalization. Our disciplinary approach is ethnomusicological and inter-disciplinary. We pay attention to music within the total environment in which it takes place. Lectures and discussions will employ basic music terms utilized by both the indigenous societies under study, as well as by western musicology.

**Course Requirements:** Coursework will include listening, reading, and discussion. Grading will be based on an autobiography, a concert review, and three quizzes.

**Intended Audience:** This course is open to all students. No musical experience is required.

**MUSICOL 408***Section: 002***Special Course***Chinese Music*

Credits: 3  
 Advisory Prerequisites: UG.ONLY.  
 Repeatability: May be repeated for credit.  
 Meet Together Classes: MUSICOL 508 - Special Course, Section 002  
 Primary Instructor: Lam, Joseph S C

This is an experimental and hands-on course on Chinese music for students with no prior knowledge or experience of this subject. In the first 6 weeks, students will read general histories and theories of Chinese music; in the next 6 weeks, students will analyze a number of selected masterpieces and will learn to sing or play four genres of Chinese music from visiting master musicians. The four genres are dulcimer music, zither music, kunqu arias, and folksongs. The course will conclude with students giving a semi-public performance and mini-lecture on the music they have studied.

**MUSICOL 508***Section: 002***Special Course***Chinese Music*

Credits: 3  
 Advisory Prerequisites: Graduate standing.  
 Repeatability: May be repeated for credit.  
 Meet Together Classes: MUSICOL 408 - Special Course, Section 002  
 Primary Instructor: Lam, Joseph S C

This is an experimental and hands-on course on Chinese music for students with no prior knowledge or experience of this subject. In the first 6 weeks, students will read general histories and theories of Chinese music; in the next 6 weeks, students will analyze a number of selected masterpieces and will learn to sing or play four genres of Chinese music from visiting master musicians. The four genres are dulcimer music, zither music, kunqu arias, and folksongs. The course will conclude with students giving a semi-public performance and mini-lecture on the music they have studied.

**Political Science****POLSCI 140***Section: 001***Introduction to Comparative Politics**

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

An introductory survey of the governments and politics of several contemporary societies in Europe, Asia, Africa, and Latin America.



Having become comfortable with the lens of Rational Design and its emphasis on treaty design that reflects states' interests and relative power, students will consider advanced questions in international law. When is it rational for states to leave certain aspects of international agreements informal? How do treaties evolve to accommodate changing circumstances? Under what conditions is secrecy useful for treaty negotiations? Finally, when is leadership necessary for international cooperation and who will provide it? Two subthemes will accompany these questions. The first is the role of the US: does it act exceptionally when it comes to international law and providing leadership or does it simply act like any democratic state with a whole lot of power would? The second is the role of the United Nations Security Council. Students are expected to participate in class discussion in a lively way. The course will culminate in an original research paper on a cutting edge topic animating the current international relations and international law literature. Original data collection--including historical research--is a critical part of students' research.

**Course Requirements:** Successful completion of this course requires: attendance and class discussion (worth 20% of the final grade), four presentations on course readings and students' in-progress research (worth 40% of the final grade), and one original research paper (15 pages, worth 40% of the final grade). Additionally, students are expected to have completed the reading in a careful and critical way so that class discussion can be stimulating and productive.

**Intended Audience:** Students of any class standing who have successfully completed POLSCI 364: Public International Law. This course could be especially useful for students contemplating law school or graduate study in public policy or political science.

**POLSCI 496**

*Section: 002*

**Undergraduate Seminar in American Government and Politics**

*Race and the Shaping of American Politics*

Credits:	3
Advisory Prerequisites:	Senior standing; primarily for seniors concentrating in Political Science.
Repeatability:	May be elected twice for credit. May be elected more than once in the same term.
Primary Instructor:	Brandwein, Pamela

This course examines how race has shaped American politics from the war on drugs to the militarization of policing and the Ferguson shooting of Michael Brown; from the New Deal to the rise of the Republican Party and the use of race and taxes as mechanisms of political realignment; from Jim Crow to mass incarceration and the emergence of the "underclass" as myth and symbol; and from nineteenth century bans on Asian immigration to twenty-first century disputes over immigration reform. Combining literatures in political science, history, sociology, and law, the course examines race as an evolving ideology and system of power, which has figured American politics over time. Together we will "decode" the ways in which race infuses the politics of immigration, drugs, poverty, welfare, crime, and policing.

**POLSCI 497**

*Section: 001*

**Undergraduate Seminar in Comparative and Foreign Government**

*Development and the Quality of Governance*

Credits:	3
Waitlist Capacity:	99
Advisory Prerequisites:	Senior standing; primarily for seniors concentrating in Political Science.
Repeatability:	May be elected twice for credit. May be elected more than once in the same term.
Primary Instructor:	Ang, Yuen Yuen

There is broad consensus that good governance is required for economic development. But what exactly is good governance? How do we measure the quality of governance? Is it good governance that leads to economic development or vice versa? Why do only a few developing countries succeed to improve governance and achieve dramatic economic growth, while many other political economies remain stuck in poverty and weak governance? This course aims to provide students with the analytic tools to think critically about the meaning of good governance and its relation to economic development. We then apply these tools to evaluate concrete case studies. Readings and discussions will draw on a range of country cases.

**POLSCI 497**  
*Section: 002*

**Undergraduate Seminar in Comparative and Foreign Government**  
*Authoritarian Resilience? Exploring Chinese State-Society Relations in the Reform Era*

Credits: 3  
Advisory Prerequisites: Senior standing; primarily for seniors concentrating in Political Science.  
Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
Primary Instructor: Gallagher, Mary E

This course examines the ability of the Chinese government to govern effectively and to address social needs and social grievances. We examine changing state-society relations through analysis of different sectors and issues areas and by focusing on the ruling Chinese Communist Party's ability to regulate, govern, and increase participation from society. As one of the primary examples of "authoritarian resilience", we explore China's authoritarian system in the context of rapid and destabilizing economic and social change. We examine the institutional changes that the government has put into place to manage these changes and to stave off more fundamental political reform. We also debate the notion of a "Beijing Consensus" – a model of governance that might serve as an example for other developing countries. The course is a discussion-based seminar and assumes some prior knowledge of modern China.

**Course Requirements:** The class will be run as a seminar and requires active class participation. It is absolutely essential that we all do the reading before the class meeting. The class responsibilities include weekly participation in class discussions and a two-page discussion paper to be submitted to the instructor before class each week. Each week one or two students will be responsible for presenting a brief overview of the readings and the questions that they raise. There will be a take-home mid-term paper (5-8 pages) and a final paper (15-20 pages double-spaced). Students will choose the topic of the final paper in consultation with the instructor. Graduate students may enroll in this class as an independent study after meeting with the instructor to discuss additional assignments. Attendance and participation: 15% One-time presentation of readings: 15% Weekly two-page discussion paper: 40% Final paper: 30%

**Intended Audience:** Seniors in Political Science

**Class Format:** Seminar

**POLSCI 502**  
*Section: 001*

**Humanistic Studies of Historical and Contemporary China**

Credits: 3  
Consent: With permission of instructor.



**PSYCH 344***Section: 001***Second Language Acquisition**

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

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

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

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

**Text and Readings**

1. Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. ISBN: 978-0-340-90559-3. Paperback
2. Lightbown, P.M., & Spada, N. (2013). *How languages are learned*. (Fourth ed.) Oxford: Oxford University Press. ISBN: 978-0-19-454126-8. Paperback
3. LING 352 - Development of Language and Thought
4. Section: 001 Electronic coursepack. Readings on the C-tools site.

**PSYCH 352***Section: 001***Development of Language and Thought**

Credits:	3
Requirements & Distribution:	SS
Waitlist Capacity:	unlimited
Cost:	50-100





cross-cultural research in educational settings in collaboration with peers at a university in Beijing, and then will travel to China in May to continue this collaboration. Concurrent registration in **PSYCH 457.002** and approval of instructor are required.

**PSYCH 457**

*Section: 002*

**Current Topics in Developmental Psychology**

*Research Methods in Educational Settings: Global Course Connection*

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

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

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

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

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

**PYSCH 487**

*Section: 010*

**Current Topics in Social Psychology**

*Cultural Psychology*

Credits: 3  
Enforced Prerequisites: One of the following: PSYCH 111, 112, 114, or 115.  
Advisory Prerequisites: PSYCH 280.  
Repeatability: May be elected four times for credit. May be elected more than once in the same term.  
Primary Instructor: Kitayama, Shinobu

This course reviews the field of cultural psychology. It is centered on several overarching questions such as: How will culture influence the human mind? Is culture a superficial overlay on the basic, universal computational machine of the mind? Alternatively, is culture a crucial constitutive element of the mind? If so, what are specific mechanisms underlying this constitution process? What theoretical framework do we need to make a visible progress on these questions? Moreover, associated with these questions is a

more general quest for better ways of talking about mind and body, culture and biology, and nurture and nature.

The course will start with a discussion of a general theoretical framework. We will then discuss several specific issues that are pertinent to the understanding of how culture and the mind might influence one another. These issues include self, biculturalism, emotion and emotion regulation, language and cognition, culture and social perception, cognitive dissonance, and cultural transmission and cultural evolution.

**PYSCH 782**

*Section: 001*

**Cultural Psychology**

Credits: 3  
Repeatability: May not be repeated for credit.  
Primary Instructor: Kitayama, Shinobu

This course reviews the field of cultural psychology. It is centered on several overarching questions such as: How will culture influence the human mind? Is culture a superficial overlay on the basic, universal computational machine of the mind? Alternatively, is culture a crucial constitutive element of the mind? If so, what are specific mechanisms underlying this constitution process? What theoretical framework do we need to make a visible progress on these questions? Moreover, associated with these questions is a more general quest for better ways of talking about mind and body, culture and biology, and nurture and nature.

The course will start with a discussion of a general theoretical framework. We will then discuss several specific issues that are pertinent to the understanding of how culture and the mind might influence one another. These issues include self, biculturalism, emotion and emotion regulation, language and cognition, culture and social perception, cognitive dissonance, and cultural transmission and cultural evolution.

**Residential College Humanities**

**RCHUMS 252**

*Section: 001*

**Topics in Musical Expression**

*Chinese Instrumental Music Ensemble*

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

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



non-technical topics with ease and precision, and to understand Japanese culture and perspectives. You will learn to acquire a sentence/paragraph-level command in various topics around everyday life for college students and beyond.

**Course Requirements:** Daily attendance to class is required. In addition, students must attend co-curricular activities at least three hours a week. In order to receive full credits and to undertake ASIANLAN 325 (Third Year Japanese), students must pass the Proficiency Exam which tests the four skills: writing, speaking, reading, and listening.

**Intended Audience:** RCLANG 296 is open to all U-M students, but priority is given to RC students.

**Class Format:** The course meets two hours a day, five days a week. There is no clear distinction between lecture and recitation. However, the lecture component focuses on reviewing grammatical concepts and expanding cultural concepts, and the recitation focuses on developing speaking accuracy and fluency in a culturally appropriate manner.

## Religion

### **RELIGION 202**

*Section: 001*

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

Credits:

4

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

ASIAN 220 - Intr Asian Religions, Section 001

Primary Instructor:

Mandair, Arvind-Pal Singh

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

### **RELIGION 248**

*Section: 001*

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

Credits:

4

Repeatability:

May not be repeated for credit.

Cross-Listed Classes:

ASIAN 248 - Jesus Comes to Asia, Section 001

HIST 248 - Jesus Comes to Asia, Section 001

Primary Instructor:

de la Cruz, Deirdre Leong

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

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

## **RELIGION 323**

*Section: 001*

## **Zen: History, Culture, Critique**

Credits:	4
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	ASIAN 325 - Zen Buddhism, Section 001
Primary Instructor:	Brose, Benjamin

The term "Zen" has entered the American lexicon as a sort of synonym for words like "relaxing," "peaceful," "healthy," and "focused." But what is Zen? How has it been defined over its long history in China and Japan? Is it a lifestyle or a religion? In this course we will examine the many manifestations of Zen Buddhism in East Asia. Where did it come from? What does it teach? What does it mean to be a Zen Buddhist? We will begin by familiarizing ourselves with some of the most common features of the tradition: dharma transmission, the lives of famous Zen monks, Zen meditation, and Zen "art," especially as these things are represented from within the tradition itself. From this foundation we will take a more critical look at the development of Zen in East Asia, asking questions such as, Why did Zen monks sometimes mummify their masters? Or, why did they occasionally advocate war and violence? This course will also introduce students to some of the innovative forms Zen has taken in the modern world. Along the way, we will glimpse many of the traditional and modern manifestations of Zen in East Asia and the West and will have the opportunity to sample some of the key texts, material cultures, teachings, and critiques of both Zen masters and contemporary scholars.

There will be no exams. Students will have the opportunity to demonstrate their engagement with the material by producing one short (4-5 page) midterm paper and one longer(8-9 page) final paper. All are welcome; no previous experience is required.

## **Screen Arts and Cultures**

**SAC 620**

**Seminar in Film or Electronic/Digital Media and Culture**

*Section: 001*

*Considering the Alternatives: Film and Video beyond Hollywood*

Credits: 3  
Lab Fee: 35.00  
Repeatability: May be repeated for a maximum of 6 credit(s).  
Primary Instructor: Gunckel, Colin

“Considering the Alternatives” examines the history and analysis of film and video production beyond the Hollywood narrative feature. Adopting a comparative lens, the course is designed to introduce students to the different theoretical, analytical and historical approaches that scholars have used to study these various media worlds and their products. The course is divided into three sections. The first introduces various methods of analyzing different modes of alternative media production, including avant-garde film, documentary and video art. The second section considers scholarship on a range of historical and contemporary media produced outside of the U.S., including indigenous cinema in Mexico and low budget Nigerian video. The final section then examines alternative modes of production within the United States, from Asian American film and video to the radical film culture of the mid-20<sup>th</sup> century and queer cinema. Throughout, course screenings are designed to introduce students to a range of formal, aesthetic and narrative approaches to media production, and the relationship of these to various articulations of identity, history and politics.

## **Sociology**

### **SOC 304**

### **American Immigration**

*Section 001*

Credits: 4  
Advisory Prerequisites: One introductory course in Sociology or American Culture.  
Repeatability: May not be repeated for credit.  
Cross-Listed Classes: AMCULT 304 - Amer Immigration, Section 001  
Primary Instructor: Pedraza, Silvia

That America is a nation of immigrants is one of the most common, yet truest, of statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Chinese, Japanese, Blacks, Puerto Ricans, Cubans, and Mexicans. Immigration to America can be broadly understood as consisting of four major waves:

- the first one, that which consisted of Northwest Europeans who immigrated up to the mid-19th century
- the second one, that which consisted of Southern and East Europeans at the end of the 19<sup>th</sup> century and beginning of the 20<sup>th</sup>
- the third one, the movement from the south to the north of Black Americans and Mexicans precipitated by the two world wars
- the fourth one, from 1965 on, is still ongoing in the present, of immigrants mostly from Latin America and Asia.

At all times, our effort is to understand the immigrant past of these ethnic groups, both for what it tells us about the past as well as their present and possible future.

**Course Requirements:** The written requirements for this course consist of two exams. Both the exams will be in-class tests, consisting of short answer questions that will draw from the lectures and our discussion of the readings. Class attendance and participation will be taken into account in determining the final grade. Each exam will be worth 30 points. The research paper will also be worth 30 points. Class attendance and informed discussion will be worth 10 points. Total = 100 points.

**SOC 495**

*Section: 001*

**Topics in Sociology**

*From the Korean War to K-Pop: Contemporary South Korea from a Comparative and Global Perspective*

Credits: 3  
Advisory Prerequisites: One introductory course in Sociology.  
Repeatability: May be repeated for a maximum of 8 credit(s). May be elected more than once in the same term.  
Meet Together Classes: INTLSTD 489 - Advanced Topics, Section 001  
Primary Instructor: Kim, Jaeun

This course explores the dramatic and tumultuous transformation of South Korea in the latter half of the twentieth century — and up to the present — from a comparative and global perspective. In less than six decades, South Korea was transformed from one of the poorest postcolonial agrarian societies torn by the civil war to the twelfth largest economy in the world with internationally recognized brand names. This change was accompanied by the equally dramatic political, demographic, and cultural transformations: from a military dictatorship to an electoral democracy with vibrant civil society and social movements; from the major target of international population control agencies to a rapidly aging society with the lowest fertility rate and the highest college entrance rate in the world; from the major source of emigrants fleeing poverty and political turmoil in their homeland to one of the most popular immigrant destinations in East Asia with its globally connected urban centers; and from a society largely dominated by Confucian values to a major producer of global popular culture, ranging from Psy’s Gangnam Style to Chan-wook Park’s Old Boy. The course situates South Korea’s dizzying trajectory in the broader comparative and global context rather than treating it as an isolated case. By moving beyond the familiar realm of the American society, students will learn how the South Korean case expands, deepens, or revises our extant social scientific understanding of the Cold War geopolitics and nationalism, economic development and inequality, urbanization and the rise of consumer culture, democratization and social movements, gender politics and family transformations, and globalization, immigration, and diasporas. A broad range of materials will be utilized for this purpose, including scholarly and journalistic articles, fictional and non-fictional stories, and fiction and documentary films.

**SOC 595**

*Section: 002*

**Topics in Sociology**

*International Migration and Politics of Membership*

Credits: 3  
Repeatability: May be repeated for a maximum of 6 credit(s). May be elected more than once in the same term.  
Primary Instructor: Kim, Jaeun

This course approaches international migration as an inherently political phenomenon, shaped by the shifting trajectory of the modern nation-state system, which controls cross-border human mobility and regulates membership of those on the move. The course thus seeks to highlight how international migration complicates questions of sovereignty, democracy, solidarity, and social cohesion, examining international migration in conjunction with border control, citizenship, welfare state, nationalism, and globalization. While building largely on the U.S. case on which the existing sociological theory of





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

Credits:	3
Waitlist Capacity:	99
Repeatability:	May not be repeated for credit.
Cross-Listed Classes:	AAS 304 - Gender&Immigr, Section 001
Primary Instructor:	Fadlalla, Amal Hassan

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

**WOMENSTD 698***Section: 001***Special Seminar – Queer of Color Critique**

Credits:	3
Advisory Prerequisites:	Graduate standing, and one graduate course in WOMENSTD.
Repeatability:	May be repeated for credit.
Primary Instructor:	Mendoza, Victor Roman

This graduate seminar will focus on critical theories produced by queer people of color in the U.S., while attending to social science (ethnography, migration studies, sociological critique) and transnational perspectives. We will be discussing queer theories in a comparative ethnic studies framework and assessing what it means to develop and deploy a "queer of color critique," as Roderick Ferguson has termed it. While one familiar genealogy of queer studies locates its origins in the development of a theory of sexuality (as distinct from theories of gender), some of the most innovative work in the field over the past ten to fifteen years has attempted to deprivilege sexuality over other categories of analysis. Indeed, for some scholars, the full potential of queer theory has "resided specifically in its broad critique of multiple social antagonisms, including race, gender, class, nationality, and religion, in addition to sexuality" (Eng, Muñoz, Halberstam). The goals of the seminar will include understanding fully how the categories of race, ethnicity, gender, and sexuality in the U.S. are mutually constitutive. They will also include parsing how queer of color critics have used varied intellectual genealogies and analytical lenses to understand the experiences of and cultural productions by Black Americans, African Americans, Latinas/os, Native Americans, Asian Americans, and Arab Americans in the U.S. and transnationally.

Readings will include articles, monographs, anthologies, and special issues of journals.