American Culture

AMCULT 205  American Cultures  Genes and Society: A Global View
Section 001

Credits: 3
Requirements & Distribution: HU
Other: SophInit
Waitlist Capacity: unlimited
Repeatability: May not be repeated for credit.
Meet Together Classes: UC 250 - Sophomore Seminar HU, Section 001
Primary Instructor: Stern, Alexandra

This course explores genes and society from a global perspective. Students learn about the history of genetics, including eugenics, and about contemporary controversies related to genetic testing and screening, genetically-modified organisms, racial ancestry and genetics, as well as historical and personal experiences of chromosomal and genetics conditions such as Down Syndrome and Huntington's disease. Students think critically about the medical benefits and moral quandaries generated by rapidly advancing genetic knowledge and technologies. Providing a global framework, the course includes case studies and examples from but not limited to Iceland, Argentina, Cyprus, Germany, United States, and China.

Course materials include books, articles, films, podcasts, and other new media, drawn from the fields of history, anthropology, public health, genetics/genomics (medical and population), bioethics, and humanities.

AMCULT 301  Topics in American Culture  Transracial and International Adoption
Section 009

Credits: 3
Waitlist Capacity: unlimited
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 003
Primary Instructor: Kurashige, Scott T

Over the past half-century, the U.S. population of adoptees born outside of America and raised by parents of a different racial background has grown exponentially. This course will examine the history of transracial and international adoption, public policy centered on adoption, and the experience and perspectives of adoptees from childhood to adulthood. We will study the politics of race, racial stereotypes, and debates surrounding the practice of white parents adopting and raising children of color. We will also discuss how global economic concerns, LGBT parenting, war and foreign policy have shaped the practice of adoption from the 20th century to the present. We will particularly discuss the rise of international adoption in Asia taking root in response to U.S. intervention in the Korean War and expanding to Vietnam and China. Our reading of scholarly research will be combined with engagement
with films, literature, memoirs, and art by transracial and international adoptees, and we will invite multiple guest speakers. This class is designed as a seminar to promote student initiative, participation, and interaction.

**AMCULT 301**
**Section 010**
**Topics in American Culture**
**Asian American Civil Rights: Journalism, Activism, and the Law**

Credits: 3
Waitlist Capacity: unlimited
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 002
Primary Instructor: Wang, Frances Kai-Hwa

Asian/ Pacific Islander American Civil Rights: Journalism, Activism, and the Law course is an overview of civil rights issues in the Asian/ Pacific Islander American (A/PIA) experience. We will examine the laws that both legislated and fought against discrimination from the days of the gold rush to the present, and we will see how the Asian/ Pacific Islander American (A/PIA) community responded through journalism, activism, and legal challenges.

Topics include exclusion laws, citizenship, alien land laws, Supreme Court challenges to the internment and the redress movement, anti-miscegenation laws, the Hawaiian sovereignty movement, English-only legislation, bilingual education, affirmative action, hate crimes, immigration, etc., with a focus on how many of these issues are still with us today, especially post-9/11, and the many ways activists are working to overcome them. We will also discuss practical issues such as how to identify a hate crime and what to do about it. The course utilizes lecture, discussion, multimedia, current events, pop culture, and guest visits by several local activists who were there during the internment of Japanese Americans in concentration camps during World War II, the civil rights case following the brutal baseball bat beating death of Vincent Chin, and Michigan’s anti-affirmative action Proposal 2.

New and social media have also created a space that allows new voices to speak out independent of mainstream media, and we will be hanging out virtually with noted Asian American journalists and bloggers such as Angry Asian Man Phil Yu (AngryAsianMan.com), Joz Wang (8Asians.com and JozJozJoz.com), Lisa Lee (Hyphenmagazine.com and ThickDumplingSkin.com), Emil Guillermo (AALDEF.org/blog and Amok.com), and more.

**AMCULT 304**
**Section 001**
**American Immigration**

Credits: 4
Requirements & Distribution: SS, RE
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.

AMCULT 311  
Topics in Ethnic Studies  
Section 004  
Asian American Culture and Performance  
Credits: 3  
Requirements & Distribution: HU  
Waitlist Capacity: unlimited  
Other Course Info: F.  
Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
Meet Together Classes: ASIANPAM 311 - A/PIA Studies & HU, Section 002  
Primary Instructor: Stillman, Amy K  
This seminar will focus on critical examination of the phenomenon of collegiate culture night shows, focusing on Asian/Pacific Islander American communities. We will examine processes of preparation and production as well as the content of these shows, and consider the multiple levels of meaning and representation that operate in these shows. Participation in one (or more) show/s is not a requirement.  
Class meetings will combine discussion of assigned readings and of culture night shows scheduled for Winter 2013. In lieu of examinations, students will be graded on class participation, community involvement, and completion of a term project.

AMCULT 353  
Asians in American Film and Television  
Section 001  
Credits: 3  
Requirements & Distribution: ID, RE  
Waitlist Capacity: unlimited  
Repeatability: May not be repeated for credit.
Cross-Listed Classes: ASIANPAM 353 - Asians Amer Film&TV, Section 001
                  HISTORY 454 - Asians Amer Film&TV, Section 001
Primary Instructor: Lawsin, Emily P

This course examines how film and television have reflected and shaped Asian culture and identity in American history. Through screening of feature films, documentaries, and television shows produced by Asian Americans and non-Asians, we study shifting representations of Asians across historical periods from the 19th century to the present.

- How have the movies and TV shaped American conceptions of Asians?
- How do images of Asians as “coolies,” “yellow peril,” “dragon ladies,” “gooks,” and “model minorities” circulate in American popular culture?
- Have Hollywood stars like Bruce Lee, Jackie Chan, Lucy Liu and Margaret Cho broken down stereotypes or created new ones?
- How have independent filmmakers generated new and more complicated conceptions of Asian American identity and culture?

In this course, you will learn to analyze:

- How American wars, hate crimes, immigration policy and Asian American identity have been influenced by racial stereotypes
- How images of Asian women and interracial romance have shaped American culture
- How the representation of Asian Americans compares to other racial groups
- Ethnic groups examined include Korean, South Asian, Chinese, Filipino, Southeast Asian, and Japanese Americans

Course materials include films and videos ranging from silent movies featuring white actors in “yellowface” to recent independent and Hollywood releases.

Lecture/readings provide deeper bases for interpretation of film and video content.

---

AMCULT 363  Asian/Pacific Islander American Women
Section 001

Credits: 3
Waitlist Capacity: 99
Repeatability: May not be repeated for credit.
Cross-Listed Classes: ASIANPAM 363 - Asian Pacif Am Wmn, Section 001
                     WOMENSTD 363 - Asian Pacif Am Wmn, Section 001
Primary Instructor: Lawsin, Emily P

This interdisciplinary course focuses on the experiences of Asian American and Pacific Islander American women in the United States, including, but not limited to Chinese, Japanese, Filipina, Korean, Native Hawaiian, South Asian, and Southeast Asian women.

Texts and films include an introduction to materials by and about Asian/Pacific Islander American (APIA) women — from historical, anthropological, sociological, psychological, musical, and literary perspectives — thereby allowing students to compare and contrast the experiences of different ethnicities and generations.

Discussions and assignments will examine the intersections of gender, race, ethnicity, class, sexuality, and nationality in APIA women's lives. Learning critical theories about feminism, womanism, immigration,
domestic violence, and globalization will show how APIA women have become agents of social change, publicly and privately, at home and in their communities.

**Course Requirements:** Assignments include: journals, two exams, and term project. For the term project, students will write a research essay OR produce a creative project on an APIA woman.

**AMCULT 498**

**Capstone Seminar in American Culture**

*Organizing Culture: Cultural Organizations and Community Engagement*

Credits: 3  
Waitlist Capacity: unlimited  
Repeatability: May be elected twice for credit. May be elected more than once in the same term.  
Primary Instructor: Ellison, Julie


What do they have in common? How do cultural organizations engage the public good? How do social welfare, economic development, and governmental organizations do culture? How do people thrive in careers as civic professionals (making good — or good enough — while pursuing "public work")? This class builds the skills and knowledge needed to answer these questions. We will concentrate on organizations in the nonprofit, public, and educational sectors, including key non-academic knowledge centers.

We will examine case studies involving climate change, casino gambling, and the formation of new museums by members of the communities represented in them. We also pay attention to humanities initiatives that deal with words in the world, such as "one city, one book" programs, community literary and literacy centers, and performative responses to states of emergency.

How do organizations work? Who works for them and in what roles? How do organizations state their missions? What do organizations mean when they invoke “community”? Several guests will address topics ranging from the choices urban mayors make about to “passionate budgeting” for grant proposals.

Assignments stress reflection and critical response, participation, and small group work. Some classes deal with key concepts; others introduce tools such as community asset mapping. Each student will engage in a structured sequence of “organizational encounters” with an organization to which s/he is committed. The final project is a grant proposal for a real or imagined cultural project. The proposal includes an integrative introduction explaining the relationship between your proposed project and conceptual tools and readings that have been introduced throughout the academic term.

**AMCULT 601**

**Topics in American Studies**

*Decolonization and the Environment*

Credits: 3  
Waitlist Capacity: unlimited
Advisory Prerequisites: Graduate standing.
Repeatability: May be repeated for credit.
Meet Together Classes: ENGLISH 630 - Special Topics, Section 004
Primary Instructor: Najita, Susan Y

The increasing urgency of the vertiginous effects of global climate change point to the burdens that industrialization and post-industrial economies continue to place on the Earth’s fragile ecosystems. As citizens of the wealthiest nations begin to come to terms with the environment’s limitations, the finitude of natural resources and of the earth’s carrying-capacity demand nothing less than a social transformation that will help sustain life within these limits. Even as indigenous peoples have much to teach the world about reciprocity and kinship with the natural world that can establish the basis for sustainability and stewardship, they have much to gain precisely because environmental crises threaten the very terms (the what and how) of decolonization and self-determination. But, can we assume that environmental solutions are consonant with indigenous culture and survival. We will examine a range of relationships between environmental movements and indigenous sovereignty movements, collaborative, complementary, and oppositional. And, we will pose questions, including, “How can literary texts and modes of reading contribute to that transformation of our consciousness about the relationship between people and the world in which we are trying to live?”

Topics include:
- environmental colonialism
- environmental racism and environmental justice
- bioprospecting and resource extraction
- food sovereignty
- water rights
- geothermal energy
- nuclear testing and uranium mining
- agribusiness
- GMOs
- new forms of settler occupation.

Authors include indigenous and non-indigenous authors such as Rachel Carson (US), Patricia Grace (Maori), Gabriel Garcia-Marquez (Colombia), Henri Hiro (Tahiti), Ho’oulumahiehie (Hawai‘i), Keri Hulme (Maori), Simon Ortiz (Acoma Pueblo), Ruth Ozeki (Japanese American), Leslie Silko (Laguna Pueblo), Chantal Spitz (Tahiti), Albert Wendt (Samoa), Karen Tei Yamashita (US).

Anthropology, Cultural

**ANTHRRCUL 354**
*Art, Science, and Technology*

Section 001

*The Human and Posthuman Body*

Credits: 3
Requirements & Distribution: ID
Cost: <50
Repeatability: May not be repeated for credit.
Cross-Listed Classes: HISTART 354 - Art, Science & Tech, Section 001
Primary Instructor: Robertson, Jennifer E

Science and art, the “twin engines of creativity,” are still (within the post — Enlightenment academy) stereotypically thought to be at opposite ends of the intellectual spectrum. However, art and science share a common ground that can be characterized as an underlying will to enhance human understanding and
extend our experience of the world. This multi-media seminar is devoted to exploring globally, the history and present — day expressions of the relationship between art, science and technology. To this end we will explore various — often controversial — technological collaborations between scientists and artists from different countries who represent different cultures, whose medium and message is the human body in various guises: assembled, genetically engineered, robotic, cyborgian, plastinated, surgically altered, transgenic, and biotechnologically enhanced. We will also explore how these collaborations and guises shape popular culture trends in body-modification. Category for Concentration Distributions: C. Asia (Includes Western and Central Asia, and North Africa), D. Europe and the U.S., 4. Modern and Contemporary.

**Course Requirements:** readings, discussion questions, one or two essay exams, one or two short quizzes, research paper.

**Intended Audience:** There are no prerequisites.

**Class Format:** Multi-media seminar

**ANTHRCUL 439 Economic Anthropology and Development**

*Section 001*

| Credits:   | 3 |
| Other:     | Sustain |
| Waitlist Capacity: | unlimited |
| Advisory Prerequisites: | Junior standing or permission of instructor. |
| Repeatability: | May not be repeated for credit. |
| Primary Instructor: | Owusu, Maxwell K |

Contemporary Third World countries of Africa, Asia, Middle East, Latin America and the Caribbean are undergoing rapid and exciting social and economic transformation. This course introduces students to the practical and theoretical problems raised by the modernization of rural, village-based tribal and peasant economies and the urbanization and industrialization of local and national communities of the non-western world.

Topics covered include:

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

Lecture/discussion format. Films/videos shown when available. Final grades based on three take-home papers and contributions to class discussion. Basic texts: Lucy Mair, "Anthropology and Development" and "UNDP Human Development Report 2003".
This course will examine current theoretical and methodological issues in the analysis of kinship and religion, using case studies from Africa, Asia, Southeast Asia, Melanesia, Europe, and North America. In the words of anthropologist Robert McKinley: "Kinship itself is a moral philosophy. It answers the question of how it is possible for one human being to be morally bound to another. The strength of a kinship system is based on its ability to draw people into this framework of mutual trust." Yet kin relations may also be fraught with violence, ranging from sacrifice to murder; some would argue that kinship and racism are simply different dimensions of the same phenomenon. This course will focus on the social processes through which people define, create, extend, limit, sever or transform their relatedness with others within and over generations. We will explore how people conceptualize who is, or is not, their own "kin" or "kind" and why; the moral imagination involved in working through the contradictory loyalties characterizing even the most intimate, small-scale relations; where, how and why people draw the lines between themselves and other forms of organic life; how generative relations are expressed in forms ranging from substances like blood, milk, or semen, to new reproductive technologies and genetic genealogies; and the significance of places in creating, shaping, containing, transforming relations over time.

Asian Studies

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.

**ASIAN 382**  
**Approaches to Asian Studies**  
*Section 001*

<table>
<thead>
<tr>
<th>Credits:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements &amp; Distribution:</td>
<td>HU</td>
</tr>
<tr>
<td>Other:</td>
<td>Theme</td>
</tr>
<tr>
<td>Waitlist Capacity:</td>
<td>99</td>
</tr>
<tr>
<td>Advisory Prerequisites:</td>
<td>A minimum of two Asian studies courses.</td>
</tr>
<tr>
<td>Repeatability:</td>
<td>May not be repeated for credit.</td>
</tr>
<tr>
<td>Primary Instructor:</td>
<td>Mandair, Arvind-Pal Singh</td>
</tr>
</tbody>
</table>

This course introduces students to the methodology and theory of Asian Studies, with special focus on post-colonial theory.

European imperialism in Asia and other parts of the world developed in a complex manner through conscious planning and contingent occurrences. As a result of this complex development, something happened to imperial culture for which it had not bargained: imperial culture found itself appropriated in projects of counter-colonial resistance which drew upon the many different indigenous, local, and hybrid processes of self-determination to resist and sometimes replace the power of imperial cultural knowledge.

Closer examination, however, suggests that the nature of the encounter and interaction between European and non-European cultures was socially and psychologically complex, resulting in forms of agency that transmitted negative and debilitating affects. These negative affects shaped the psychic lives and agency of colonized and post-colonial peoples.

The aim of this course is to study the social and psychological effects of the interaction between the European metropole and its colonies in various parts of the world including Asia, Africa, the Americas, and Australia.

**ASIAN 480**  
**Topics in Asian Studies**  
*Section 001  
**New Media and Asian Societies**

<table>
<thead>
<tr>
<th>Credits:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waitlist Capacity:</td>
<td>99</td>
</tr>
<tr>
<td>Enforced Prerequisites:</td>
<td>Graduate Standing</td>
</tr>
<tr>
<td>Repeatability:</td>
<td>May be elected four times for credit. May be elected more than once in the same term.</td>
</tr>
</tbody>
</table>
| Meet Together Classes:               | COMM 409 - Sem Media Effects, Section 002  
INTLSTD 401 - IS Advanced Seminar, Section 007 |
| Primary Instructor:                  | Lee, Hoon |

New media encompass a wide range of communication technologies such as the Internet, blogs, online videogames, mobile telephony, and social networking sites. The early phase of new media research was dominated by studies and theorization from North America and Europe. Over the past decade, many countries in Asia have also observed the rapid diffusion of new technologies and their rising impacts in virtually every aspect of everyday life as in politics, governance, economics, education, entertainment,
and recreation. Against this backdrop, this course aims to understand the social, political, and cultural implications of new media in Asia.

**ASIAN 480**  
*Topics in Asian Studies*  
*Section 004*

Credits: 3  
Other: Minicourse  
Consent: With permission of department.  
Enforced Prerequisites: Graduate Standing  
Repeatability: May be elected four times for credit. May be elected more than once in the same term.  
Meet Together Classes: RCHUMS 485 - Drama Topics, Section 002  
THTREMUS 399 - Topics in Drama, Section 005  
Primary Instructor: Midiyanto, Midiyanto

Covers issues of relevance to Asia as a whole or to more than one of the geographical areas covered in the department.

**Communication Studies**

**COMM 409**  
*Seminar in Media Effects*  
*Section 002*  
*New Media and Asian Societies*

Credits: 3  
Waitlist Capacity: 99  
Advisory Prerequisites: COMM 261 or COMM 281.  
Repeatability: May be repeated for a maximum of 6 credit(s). May be elected more than once in the same term.  
Meet Together Classes: ASIAN 480 - Topics Asian Studies, Section 001  
INTLSTD 401 - IS Advanced Seminar, Section 007  
Primary Instructor: Lee, Hoon

New media encompass a wide range of communication technologies such as the Internet, blogs, online videogames, mobile telephony, and social networking sites. The early phase of new media research was dominated by studies and theorization from North America and Europe. Over the past decade, many countries in Asia have also observed the rapid diffusion of new technologies and their rising impacts in virtually every aspect of everyday life as in politics, governance, economics, education, entertainment, and recreation. Against this backdrop, this course aims to understand the social, political, and cultural implications of new media in Asia.

**Intended Audience:** Juniors and Seniors  
**Class Format:** 1.5 hours twice per week

**Dance**

**DANCE 342**  
*Topics in World Dance*  
*Section 001*
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 International Trade Theory**

*Section 001*

Credits: 3  
Waitlist Capacity: unlimited  
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.

**Course Requirements:** The course emphasized intuitive understanding, but some basic mathematical tools are also used.

**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 461**  
*The Economics of Development I*

*Section 001*

Credits: 4  
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: Arunachalam, Raj

Why isn’t the whole world developed? How should countries and international institutions work to alleviate poverty and malnutrition? These and other pressing questions form the substantive matter of development economics. Topics discussed in this course include:

- economic growth and the causes of underdevelopment
- poverty and income distribution
- rural-urban migration
- child labor
- credit and microfinance
- the economics of nutrition and disease, and
- the relationship between poverty and armed conflict

For textbook information, please visit the ECON Textbook Information Website. Information will be posted for each class as soon as it is available.

**ECON 462**  
*The Economics of Development II*

*Section 001*

Credits: 3  
Requirements & Distribution: ULWR  
Waitlist Capacity: unlimited  
Enforced Prerequisites: ECON 401 with a grade of at least C-; or Graduate standing.  
Advisory Prerequisites: ECON 360 or 461.  
Repeatability: May not be repeated for credit.  
Rackham Information: Rackham credit requires additional work.  
Primary Instructor: Thornton, Rebecca Lynn

This course is an advanced economics course that focuses on micro-economic issues in developing countries with an emphasis on program evaluation. The course focuses on issues relating to health, HIV/AIDS, gender, household economics, and education with particular attention to empirical analysis.
and methodologies to address fundamental theoretical and policy relevant questions. Students will take a hands-on approach using STATA with real data to replicate studies that are covered in class.

There is no textbook or course pack. All readings are available electronically through the CTools web site for the course.

Prerequisites: Students are expected to have a basic familiarity with intermediate microeconomics. Given the emphasis on statistical analysis in the course, ECON 404 or 405 are strongly recommended, but not required. Familiarity with computer statistical packages will be useful but is not required.

**Course Requirements:** Coursework includes: computer-based problem sets and writing exercises; exams, and classroom participation.

---

**ECON 642**  
International Finance  
*Section 001*

**Credits:** 3  
**Advisory Prerequisites:** ECON 605, 607, and Graduate standing.  
**Repeatability:** May not be repeated for credit.  
**Primary Instructor:** Cravino,Javier

This is a doctoral level course in International Finance and Macroeconomics. The goals of the course are to: i) Develop the workhorse models used in International Economics and ii) Provide an overview of the recent literature and open questions in the field. The main topics covered in the course are: small open economy models, two-country general equilibrium models of international business cycles, International risk sharing and global capital flows, models of exchange rate determination, international prices and exchange rate passthrough, sovereign debts and defaults and financial crises.

The textbook would be the Handbook of International Economics, Vol IV (although at this stage this is just a collection of papers, the book will come out in a year)

---

**ECON 666**  
Economic Development of Underdeveloped Countries  
*Section 001*

**Credits:** 3  
**Advisory Prerequisites:** ECON 600, 602-604, 671, and 672.  
**Repeatability:** May be repeated for credit.  
**Primary Instructor:** Thornton,Rebecca Lynn

Advanced topics in development economics, including theoretical models of agricultural household labor supply, consumption, and production; policies regarding taxation, public expenditure, migration, population, and trade; theoretical and empirical analysis of income distribution.

---

**English Language Institute**

**ELI 391**  
English as a Second Language Topics  
*Section 001*  
*Fundamentals in Teaching English as a Second Language*
ELI 391 introduces students to the essentials of classroom methodology and practice for teaching English as a Second Language internationally. Lectures and discussions will focus on language learning and communicative teaching practices for ESL in international settings. Activities include designing and developing appropriate materials and using resources for multiple age groups, levels, and for culturally specific contexts.

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

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


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

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

Class Format: Lecture/Discussion
developing appropriate materials and using resources for multiple age groups, levels, and for culturally specific contexts.

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

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


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

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

**Class Format:** Lecture/Discussion

### English Language and Literature

**ENGLISH 340**

*Studies in Poetry*

*Section 002*

Credits: 3
Waitlist Capacity: unlimited
Repeatability: May not be repeated for credit.
Primary Instructor: Mattawa, Khaled Ahmad

This course will attempt to familiarize students with a variety of international contemporary poetic traditions (and their historical roots). A major part of the course is devoted to reading and studying poems; the rest to writing poems in various styles and forms.

The class format will include class discussion of reading selections and workshop of students' poems. Selected readings will be made from a variety of anthologies and will include whole single-author volumes of poetry. Our readings will include poetry from China, Greece, the Arab World, Spain, and the U.S. We will consider how twentieth century poets have drawn on their traditions and we will explore writing in modes drawn from and inspired by these experimentations.

Students will write short critical papers and poems, and may produce final projects that combine audio, video, 3-dimensional visual arts, and translation, alongside their own poetry and criticism.

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

This course will demonstrate how deep contextual exploration allows one to make sense of the events, phenomena, and trends that make headlines today. This course will take a series of items of contemporary interest (political ideologies, trends in popular culture, social conflicts, technological developments, etc.) and trace the historical background needed for full understanding and informed decision-making. As we enter a potentially exciting but unpredictable historical period, among the issues that we 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 transition to democracy in much of the Second World and the weakening of democracy in the First World, and the tragedies of war, genocide, and poverty. 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.

Course Requirements: Specific requirements will vary based on the instructor. In general, a combination of in-class exams and take-home writing assignments is anticipated. There will typically be two take-home essays, each of about 3,000 words.

Intended Audience: Aimed at first-year students, although others will be allowed to take it if they wish.

Class Format: Two 90-minute lectures and one 60-minute section per week with GSI.

History

HISTORY 329 Social Science Topics in History
Section 002 Mapping the Pre-Columbian World

Credits: 3
Requirements & Distribution: SS
Waitlist Capacity: 30
Repeatability: May be elected five times for credit.
Primary Instructor: Hughes, Diane Owen

Can you read a map? Can you read a pre-modern map? This course will introduce you to the ways in which the first geographies and maps of the Western world were conceived and produced within Europe and, by comparison, within other pre-modern societies, particularly Muslim ones. It will consider and interrogate both written and pictorial sources from the post-classical and medieval period and mate them with modern analytic studies to suggest some of the ways in which we can assess a pre-modern understanding of our globe. We will investigate the ways in which world cosmographies and geographies were envisioned in the medieval West from late antiquity until the period of fifteenth-century discovery, which introduced Europeans to lands and cosmographic configurations unknown by the ancient authorities. Central to the enquiry will be

1. the tension between scientific and religious understanding of the globe;
2. the means by which geographic knowledge was transmitted and absorbed or rejected;
3. the ways in which maps were constructed and used (by scholars, theologians, merchant-travelers, and rulers);
4. the mapping of imaginary spaces (including Paradise). A comparative element of the course will engage mapping in ancient Greece and in other civilizations, including the Islamic world, Asia (India and China), and the Americas.

Assignments will introduce students to both literary and cartographic sources and will encourage comparative perspectives. Most of the readings will be accessible on CTools or the internet. In addition, students will be encouraged to consult and analyze reproductions of early maps in the Map Room in the Hatcher Library and in the Clements Library, both of which have world-class collections. The course offers an experience to explore not only pre-modern maps, but also our own cartographic resources.
In our course we will explore the value of spatiality in the study of antiquity broadly conceived, and vice versa: the possible contributions of a deeper history of space and space-making for contemporary theories of spatiality. The study of space as socially constructed rather than simply as an empirical given is by no means new (e.g., Tuan 1974; Lefebvre 1978), but various fields in the social sciences and humanities have been witnessing a more recent ‘spatial turn.’ Theories of spatiality have had currency in considering contemporary questions about globalization and the local, transnationalism, immigration, post-colonialism, diaspora and minority identities, virtual spaces, connectivity, and more. The “spatial turn” in ancient studies is not new either, even if studies of space and place have not always marched under the banner of ‘spatiality’ per se. M. Eliade, F. de Polignac, J.Z. Smith, C. Nicolet, A. Wallace-Hadrill, P. Horden and N. Purcell and many others have investigated the production and implications of various kinds of space: sacred, civic, imperial, domestic, cosmic, and ecological. Our objective is to read key works on spatiality, both formative classics and more recent publications, together with works on space and place in various fields of ancient studies.

Topics to be addressed include:
- sacred space, temples and pilgrimage,
- the gender of space, cosmographies, the body,
- phenomenological accounts of space, scale,
- imperial spatiality,
- the built environment and landscape,
- iconographic representations of space,
- cognition and mental spaces.

As part of our own ‘spatial turning,’ we also hope to encourage thinking beyond the traditional spatial boundaries of our own disciplines and engage in connective and comparative work. In so doing we shall reflect on how we constitute various disciplinary “worlds” or “fields” (Greek, Jewish, Roman, Hellenistic, Late Antique, Near Eastern, Biblical, Christian, Indian, Chinese, Mesoamerican, Mediterranean). To that end, we encourage students from across geographic fields and disciplines to participate in this seminar.

---

**HISTORY 698**  
*Topics in History*  
*Space and Place in Antiquity*  
*Section 004*

<table>
<thead>
<tr>
<th>Credits:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Prerequisites:</td>
<td>Graduate standing.</td>
</tr>
<tr>
<td>Repeatability:</td>
<td>May not be repeated for credit.</td>
</tr>
<tr>
<td>Meet Together Classes:</td>
<td>HISTORY 701 - Ancient Hist I, Section 001 JUDAIC 517 - Topics in Judaic St, Section 002</td>
</tr>
<tr>
<td>Primary Instructor:</td>
<td>Moyer, Ian S</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Neis, Rachel</td>
</tr>
</tbody>
</table>

**HISTORY 701**  
*Seminar in Ancient History I*  
*Space and Place in Antiquity*  
*Section 001*

<table>
<thead>
<tr>
<th>Credits:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Prerequisites:</td>
<td>Graduate standing and permission of instructor.</td>
</tr>
<tr>
<td>Repeatability:</td>
<td>May not be repeated for credit.</td>
</tr>
<tr>
<td>Meet Together Classes:</td>
<td>HISTORY 698 - Topics in History, Section 004 JUDAIC 517 - Topics in Judaic St, Section 002</td>
</tr>
<tr>
<td>Primary Instructor:</td>
<td>Moyer, Ian S</td>
</tr>
</tbody>
</table>
In our course we will explore the value of spatiality in the study of antiquity broadly conceived, and vice versa: the possible contributions of a deeper history of space and space-making for contemporary theories of spatiality. The study of space as socially constructed rather than simply as an empirical given is by no means new (e.g., Tuan 1974; Lefebvre 1978), but various fields in the social sciences and humanities have been witnessing a more recent ‘spatial turn.’ Theories of spatiality have had currency in considering contemporary questions about globalization and the local, transnationalism, immigration, post-colonialism, diaspora and minority identities, virtual spaces, connectivity, and more. The “spatial turn” in ancient studies is not new either, even if studies of space and place have not always marched under the banner of ‘spatiality’ per se. M. Eliade, F. de Polignac, J.Z. Smith, C. Nicolet, A. Wallace-Hadrill, P. Horden and N. Purcell and many others have investigated the production and implications of various kinds of space: sacred, civic, imperial, domestic, cosmic, and ecological. Our objective is to read key works on spatiality, both formative classics and more recent publications, together with works on space and place in various fields of ancient studies.

Topics to be addressed include:

- sacred space, temples and pilgrimage,
- the gender of space, cosmographies, the body,
- phenomenological accounts of space, scale,
- imperial spatiality,
- the built environment and landscape,
- iconographic representations of space,
- cognition and mental spaces.

As part of our own ‘spatial turning,’ we also hope to encourage thinking beyond the traditional spatial boundaries of our own disciplines and engage in connective and comparative work. In so doing we shall reflect on how we constitute various disciplinary “worlds” or “fields” (Greek, Jewish, Roman, Hellenistic, Late Antique, Near Eastern, Biblical, Christian, Indian, Chinese, Mesoamerican, Mediterranean). To that end, we encourage students from across geographic fields and disciplines to participate in this seminar.

**HISTORY 796**
*Topics in History*
*Section 001*
*Global History of Gender, Violence, and Sexuality*

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

A research seminar on a topic chosen by the instructor.

**Linguistics**

**LING 210**
*Introduction to Linguistic Analysis*
*Section 001*

Credits: 4
This course introduces students to the field of linguistics. Students learn about the methods linguists have developed for analyzing the structure of human languages, and gain experience applying basic principles of linguistic analysis to language data. We study patterns of word formation (morphology), sentence structure (syntax), meaning (semantics), and speech sounds (phonetics and phonology). In each of these core areas, issues related to child language acquisition, psycholinguistics (language production and perception) and neurolinguistics (language of adults with brain trauma) are also examined.

The course focuses on the cognitive system of language, which involves the linguistic rules that account for the language that speakers (or signers) actually use, instead of prescriptive rules such as those prohibiting dangling prepositions or the use of who vs. whom. Although many basic concepts are illustrated in English, we analyze data from many other languages as well, including American Sign Language. Assignments include data sets from (among other languages) Spanish, Italian, German, English and Dutch as well as Russian, Japanese, Mandarin, Cantonese, and less well known languages such as Nootka (British Columbia), Gullah (S. Carolina Lowlands), and Hixkaryana (Carib Indians, Brazil).

**LING 315**

*Introduction to Syntax*

*Section 001*

Credits: 3  
Requirements & Distribution: ULWR  
Advisory Prerequisites: LING 111, 209, 210, or 212.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Pires,Acrisio M

This course investigates the syntax (sentence structure properties) of human language. It addresses the need for a scientific model to explain human knowledge of language that also makes predictions about its representation in the mind. The focus here is on human language as a specific cognitive capacity restricted to humans, rather than on the individual languages (e.g., English, Arabic, Hindi) that are made possible by the existence of this capacity. For this reason, the course explores in detail many structural properties that are common across different languages, even those that clearly do not share a common recent past. A simple example: all languages have specific strategies to ask questions that make them different from affirmative sentences (e.g., English uses special question words — ‘who’, ‘what’ and so on — as most languages do). In order to explain this and many other common properties of human language, a scientific hypothesis that has been explored in depth is that a large part of human knowledge of language is biologically determined, and maybe innate. This is further supported by the fact that normal children effortlessly learn their native language at an amazing speed, despite the complexity of the task at hand (compare trying to learn for example Korean or Turkish as an adult, with years of language classes), and despite variation and deficiencies of the language input they are exposed to. It is also clear, however, that there is a huge diversity among human languages, which can be illustrated only in an unfair way in this short description (e.g., only some languages change the sentence structure in a regular question: you say ‘Who do you like?’ in English, instead of ‘You like who?’, a possible word order similar to the one would find for instance in Chinese). Given this kind of diversity, which will be made clear, children need to be exposed to some minimum input of a particular language in order to be able to acquire it proficiently. Therefore, a major question that arises in modern linguistic inquiry and that will be object of this course is how the hypothesis of a biological basis for human language — which provides an explanation for the
common aspects among all human languages and for the striking success of the acquisition task — can be reconciled with the obvious diversity of the human language experience.

**Prerequisites:** Although there are no official prerequisites, students usually take one introductory course in linguistics (LING 111, 209, 210, 212) before taking this course.

**LING 351 Second Language Acquisition**

*Section 001*

<table>
<thead>
<tr>
<th>Credits:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements &amp; Distribution:</td>
<td>BS</td>
</tr>
<tr>
<td>Waitlist Capacity:</td>
<td>99</td>
</tr>
<tr>
<td>Advisory Prerequisites:</td>
<td>LING 111 or 210.</td>
</tr>
<tr>
<td>BS:</td>
<td>This course counts toward the 60 credits of math/science required for a Bachelor of Science degree.</td>
</tr>
<tr>
<td>Repeatability:</td>
<td>May not be repeated for credit.</td>
</tr>
<tr>
<td>Meet Together Classes:</td>
<td>ELI 351 - 2nd Lang Acquis, Section 001</td>
</tr>
<tr>
<td></td>
<td>LING 551 - 2nd Lang Acquisit, Section 001</td>
</tr>
<tr>
<td></td>
<td>PSYCH 344 - 2nd Lang Acquis, Section 001</td>
</tr>
<tr>
<td>Primary Instructor:</td>
<td>Ellis, Nick</td>
</tr>
</tbody>
</table>

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

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

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

**Text and Readings**

(Ordered at Michigan Book & Supply)

In typical conversational interactions, humans are highly accurate perceivers of speech. We have little difficulty recognizing the sounds of speech and assigning a meaningful interpretation to sequences of speech sounds. Yet the problems that we encounter in some listening situations, such as difficulties hearing differences between sounds in a non-native language (sometimes even after years of experience with that language), hint at the complexity of perceptual processing. The complexity is also apparent when we consider the problems that speech researchers confront when programming computers to recognize human speech.

This course investigates how listeners extract a linguistic message from the input acoustic stream. The course begins by considering the nature of the acoustic signal, and how systematic acoustic variation structures the signal that serves as input to the listener. We will then turn to experimental work on speech perception that demonstrates that perceptual processing is not a simple one-to-one mapping between acoustic property and linguistic percept, but rather involves "decoding" the acoustics in ways that depend on phonetic context, the listener's native language, sociolinguistic factors, and much more. We will consider as well the dominant theories of speech perception and theoretical issues that have driven speech perception research for over 50 years, including the foundational question of whether speech perception differs from other types of auditory processing.

The course also introduces students to the relation between theory and experimentation, and to experimental design, in this cross-disciplinary field. This goal is addressed in two ways. First, we will read and assess the primary literature for a focus topic: the influence of linguistic experience on speech perception. Through this lens, students will get a detailed picture of how specific theoretical questions are translated into an experimental design, and how those results in turn lead to theoretical revisions and engender new questions. Second, the course will take a hands-on approach to the experimental study of speech perception. Students will participate in classic perception experiments in order to better understand the phenomena as well as the experimental methods. In addition, small groups of class participants will design and execute their own perception experiment.
This is an introductory course in Second Language Acquisition (SLA). How adults learn, or fail to learn, a second language is a fascinating question. It involves much of what we know about human cognition, psychology, and language. How best to help learners acquire a second language is an equally important educational issue. In addition to all of the factors which play a role in child language acquisition, SLA also involves effects of variation in second language educational, social and usage environments, ages of acquisition, levels of learner cognitive and brain development, motivation, and language transfer.

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

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

Text and Readings
(Ordered at Michigan Book & Supply)
- Electronic coursepack. Readings on the C-tools site.

Music History and Musicology

MUSICOL 122 Intro World Music
Section 001

Credits: 3
Requirements & Distribution: HU
Other: Theme
Waitlist Capacity: 20
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 647**

**20th C Music**

*Section 001*

*Music under Totalitarian and Authoritarian Regimes*

Credits: 3
Advisory Prerequisites: Permission of instructor.
Repeatability: May not be repeated for credit.
Primary Instructor: Fulcher, Jane Fair

This seminar will consider the musical cultures and institutions as well as the works produced during the major Western totalitarian and authoritarian regimes of the twentieth century, as well as the reception and impact of these works. The major focus will be on Nazi Germany, Vichy France, and Soviet Russia, but students may also discuss Franco's Spain, Salazar's Portugal, Communist China, Japan during World War II, and Brazil in the 1930s and '40s among other possible cases.

**Course Requirements:** There will be weekly readings, discussions, and reports, as well as a research paper.

**Intended Audience:** Graduate students only.

**Class Format:** Seminar

**Philosophy**

**PHIL 196**

**First Year Seminar**

*Section 002*

*Around the World in 80 minutes*

Credits: 3
Requirements & Distribution: HU
Other: FYSem
Waitlist Capacity: 99
Advisory Prerequisites: Enrollment restricted to first-year students, including those with sophomore standing.
Repeatability: May not be repeated for credit.
Primary Instructor: Lormand, Eric P

Wrap your head around these 3 FAQs:
Metaphysics: How could the world, or life, or mind come around?
Ethics: How can we live the right way round?
Epistemology: How can we know our way around?

A brief round-up of philosophy ...
Round 1: Around 2500 years ago, around the Mediterranean, a few thinkers stopped fooling around using inherited myths about the 3 FAQs, opting instead for round assertions, looking around, and reasoning round and round.
Round 2: Their disputes made the rounds of Europe, which pushed them around to colonies.
Round 3: This destroyed or displaced the world's other practices and writings about the 3 FAQs, but by weight being thrown around more than by ideas being shopped around.
To get around this, around our 80-minute clock:
We'll hold 3-FAQ round-robbins all around Africa, Asia, Australasia, & America (beyond Euro-colonies).
And we'll see which rumi-nations run rings round which, and which make which better rounded.

Your appointed rounds:
Be around, get around to the readings, and act up in our theater (in the round).
Take two or three rounds of quizzes, and round out the term with a paper.

**Political Science**

**POLSCI 140**  
*Introduction to Comparative Politics*

*Section 001*

Credits: 4  
Requirements & Distribution: SS  
Advisory Prerequisites: Primarily for first- and second-year students.  
Other Course Info: F, W.  
Repeatability: May not be repeated for credit.  
Primary Instructor: Clark, William Robert; homepage

An introduction to the social scientific study of politics within nations. This class examines why some countries are democracies and some are not and explores to what extent democracy makes a difference. It also examines the wide variety of institutional varieties of democracy and autocracy.

**POLSCI 389**  
*Topics in Contemporary Political Science*

*Section 003*  
*The Theory and Practice of Communism*

Credits: 3  
Other: Honors  
Waitlist Capacity: unlimited
Advisory Prerequisites: One course in Political Science.
Repeatability: May be repeated for a maximum of 10 credit(s). May be elected more than once in the same term.
Meet Together Classes: HONORS 250 - Hon Sem Soc Sci, Section 004
Primary Instructor: Gitelman, Zvi Y; homepage

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

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

Intended Audience: Sophomores and juniors

Class Format: Seminar

POLSCI 389
Topics in Contemporary Political Science
Section 007
PE of Development in East Asia

Credits: 3
Waitlist Capacity: unlimited
Advisory Prerequisites: One course in Political Science.
Repeatability: May be repeated for a maximum of 10 credit(s). May be elected more than once in the same term.
Primary Instructor: Gomez, Edmund Terence Eric Boniface; homepage

The primary concern of this course is to review how East Asia rapidly modernized by instituting a development model involving government-business compacts focused on expediting industrialization, cultivating domestic entrepreneurs and reducing poverty. The region’s policy pathways to development, involving a system of selective patronage to nurture domestic enterprises to drive industrialization will be assessed with specific attention given to Japan, South Korea, Taiwan and Singapore, though there will be references to countries in multi-ethnic Southeast Asia, specifically Indonesia, Thailand and Malaysia. The students will be exposed to the literature on developmental state theory and the novel insights it provides to understand the role of the state in policy planning to expedite industrialization and modernization. The country studies will draw attention to differing forms of state-capital nexuses that have contributed to the diverse types of business systems that now exist in East Asia.

Intended Audience: Sophomores, juniors, or seniors

Class Format: Recitation meets twice a week for an hour and a half

POLSCI 462
Strategic Interaction in World Politics
Section 001

Credits: 3
Advisory Prerequisites: POLSCI 160 and an additional course in Political Science.
This course looks at theories of international relations, their logic, and their application to understand individual events. Topics covered include the causes of war, negotiation, domestic politics, and foreign policy, and international institutions and cooperation. The student will be introduced to game theory, a mathematical theory of strategic interaction, and its application to international politics.

**POLSCI 497: Undergraduate Seminar in Comparative and Foreign Government**
*Section 002: Political Economy of Development*

- **Credits:** 3
- **Requirements & Distribution:** ULWR
- **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:** Min, Brian K; homepage

Why are some countries poor and some prosperous? Why are some countries able to grow their economies while others stagnate? What role do governments play in shaping the well-being of their citizens? This course asks these questions in the context of the developing world. Along the way, we evaluate measures of poverty and development and discuss what we can learn from the empirical evidence on growth.

**Intended Audience:** Juniors and Seniors

**Class Format:** Seminar

**POLSCI 628: Comparative Political Parties and Party Systems**
*Section 001*

- **Credits:** 3
- **Advisory Prerequisites:** Graduate standing.
- **Repeatability:** May not be repeated for credit.
- **Primary Instructor:** Hicken, Allen D

Political parties are the key link between the government and the governed. Even non-democratic governments often attempt to acquire the patina of legitimacy by calling their official organizations "parties". In examining the "supply-side" of electoral politics, this course examines the impact of political institutions and popular pressures on political parties and the influence of political parties on governmental and policy. We examine four different aspects of party politics: a) the rise and development of political parties, b) their internal life and organizational forms, c) party competition, and d) party governance. This course will also introduce different theoretical approaches to the study of party politics, and examine the methodological questions that arise.

**POLSCI 641: Proseminar in Comparative Politics**
*Section 001*
Proseminar designed to provide the participants with an overview of important topics in comparative politics. Each week, the participants will discuss an area of the scholarly literature, usually focusing on a major theoretical controversy. The seminar examines basic methodological questions, competing or alternative conceptual frameworks, and the development of theory.

**Intended Audience:** Graduate students

**Class Format:** Seminar meets once a week for two hours

**POLSCI 688**  
**Section 004**  
**Selected Topics in Political Science**  
**Trade Politics**

Credits: 3  
Advisory Prerequisites: Graduate standing.  
Repeatability: May be repeated for credit.  
Primary Instructor: McElwain, Kenneth Mori; homepage  
Instructor: Inglehart, Ronald F; homepage

This course explores the politics of international trade and the globalization of production. The first half of the course will consider new advances in research on preferences, institutions, and policy outcomes in the areas of trade and foreign production. The second half of the course considers the links between international trade and other topics in national and international politics including economic inequality; growth and development; armed conflict; and immigration.

**Intended Audience:** Graduate students

**Class Format:** Seminar

**Psychology**

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

Credits: 3  
Requirements & Distribution: BS  
Waitlist Capacity: 99  
Advisory Prerequisites: LING 111 or 210.  
BS: This course counts toward the 60 credits of math/science required for a Bachelor of Science degree.  
Repeatability: May not be repeated for credit.
This is an introductory course in Second Language Acquisition (SLA). How adults learn, or fail to learn, a second language is a fascinating question. It involves much of what we know about human cognition, psychology, and language. How best to help learners acquire a second language is an equally important educational issue. In addition to all of the factors which play a role in child language acquisition, SLA also involves effects of variation in second language educational, social and usage environments, ages of acquisition, levels of learner cognitive and brain development, motivation, and language transfer.

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

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

Text and Readings
(Ordered at Michigan Book & Supply)

- Electronic coursepack. Readings on the C-tools site.

PSYCH 487  Current Topics in Social Psychology
Section 010  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.

Class Format: Lecture with a discussion section

PSYCH 782 Cultural Psychology

Section 001

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.

Class Format: Lecture with an additional hour and a half long seminar.

PSYCH 808 Special Seminar

Section 001 Advanced Topics in Second Language Acquisition

Credits: 3
Class Misc Info: Undergraduates may take the course with permission of instructor.
Advisory Prerequisites: Graduate standing and permission of instructor.
Repeatability: May be repeated for credit.
Primary Instructor: Ellis, Nick

This discussion-based seminar will focus on the cognitive science of Second Language Acquisition (SLA) using approaches from across the language sciences (including Psychology, Linguistics, Education, English and Education, the Language Departments, School of Information, Center for the Study of Complex Systems, and Communication Studies).
Any substantive area relating to SLA or bilingualism that is being deeply considered by a member of the group might be a good candidate for a topic of focus. Here are some examples: Attention and working memory in SLA; automatization; bilingual lexicon; bilingual cognition; bilingual brain; bilingual education; biliteracy; brain representation of L1 and L2; code switching, selection, and control; cognition and instruction; cognitive linguistics and SLA; corpus linguistics and SLA; critical periods; cross-linguistic transfer; emergentist approaches; implicit and explicit language learning; individual differences; instructed and naturalistic SLA; psycholinguistic approaches; SLA and language change; usage-based, connectionist and competition models.

There is no course text. We will be reading research articles.

Course Requirements: Students will read and lead the discussion of current journal articles, develop practical skills for experimental research, and design, pilot, and put into effect individual research projects. Specific course requirements will be individually negotiated with the instructor.

Intended Audience: This seminar is designed for students who are pursuing, or wish to pursue, research in SLA. Particular focus will be made upon student research interests. Undergraduates may take the course with permission of instructor.

Class Format: Discussion-based seminar

RC (Residential College) Core Courses

<table>
<thead>
<tr>
<th>RCCORE 100</th>
<th>First Year Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 004</td>
<td>Art, Mind and Medicine</td>
</tr>
</tbody>
</table>

Credits: 4
Requirements & Distribution: FYWR
Consent: With permission of instructor.
Advisory Prerequisites: SWC Writing Assessment. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor.
Repeatability: May not be repeated for credit.
Primary Instructor: Evans, Jeffrey E

We will examine "western" understandings of health and disease in the light of other cultural traditions of health and healing. Our perceptions of ourselves as humans are profoundly influenced by what happens in the realms of medicine and science. This seminar proposes that a study of the medical and healing traditions that we call "western and eastern" will inform us, and allow us to explore the larger cultural paradigms that help define modern world views. First, we will study the concepts, assumptions, and methodologies that underlie western science and modern biomedicine, and their implications for practitioners and patients. In turn, we will explore understandings of health and disease, and methodologies of the classical, centuries-old medical systems of Asia, especially India and Tibet. To what extent can we understand such very different, so-called eastern approaches to health, disease, and treatments? How do they differ from historical and modern western understandings and practices? Will current revolutions in fields such as molecular genetics, immunology, neurobiology, and psychoneuroimmunology serve to deepen modern and age-old understandings of health and healing? Or further separate them? In what ways might one tradition inform another? Articles, essays, books, films
and guest speakers will form a rich context for discussions and writing. Writing assignments will include weekly papers (with an emphasis on revision), frequent commentary papers, and presentations during the term.

Proposed books (all paperbacks):
- The Spirit Catches You and You Fall Down, Anne Fadiman (1997)
- The Lost Art of Healing, Bernard Lowe, MD (1999)
- The Tibetan Book of Healing, Lobsang Rapgay (2005)
- The Immortal Life of Henrietta Lacks, Rebecca Skloot (2011)

### Sociology

#### SOC 350

**Human Rights in the United Nations**

**Section 001**

- Credits: 4
- Lab Fee: 75.00
- Advisory Prerequisites: One introductory course in sociology, political science, or other disciplines that examine human rights and globalization.
- Repeatability: May not be repeated for credit.
- Primary Instructor: Tsutsui, Kiyoteru

This unique undergraduate course examines the evolution and the current state of human rights politics in the United Nations with lectures and weekly video conference sessions with the United Nations. The course will cover various topics, beginning with the history of human rights in the UN and an overview of its key human rights instruments, and then turn to specific rights issues such as those relating to poverty, women, children, and indigenous peoples.

An additional fee of $75.00 will be assessed for this course to cover the cost of weekly videoconferencing with a U.N. ambassador.

#### SOC 504

**American Immigration: Sociological Perspectives**

**Section 001**

- Credits: 3
- Advisory Prerequisites: Graduate standing; seniors with permission of instructor.
- Repeatability: May not be repeated for credit.
- Cross-Listed Classes: AMCULT 504 - Am IMM:Soc Perspec, Section 001
- Primary Instructor: Pedraza, Silvia

Both the study of immigration and the questions that study raises are at the very root of social science. In this course we survey the literature that gives evidence of the major concepts, questions, and approaches which sociologists have used to study immigration, as well as the interface between immigration, race, and ethnicity in America. In this seminar, we will seek to focus each session on a different topic, such as the origin of ethnic stratification, race, and racism; the contrasting theoretical explanations of assimilation and internal colonialism for the reality of group differences in social outcomes in America; the different levels of analysis, micro vs. macro approaches to immigration; the causes and consequences of the
differential incorporation of immigrants in American society; political vs. economic immigrants as different social types; middleman minorities vs. the ethnic enclave vs. the ethnic economy as models of immigrant adaptation; women and migration; and social networks and gender as the link between micro and macro levels of analysis.

**Course Requirements:** The goal of this seminar is for each student to work on a paper on a topic of his or her own choosing that relates to immigration, race, and ethnicity. If done well, such a paper could be used as the basis for a dissertation prospectus. The research paper might also be further developed into a publishable paper while in graduate school. If polished enough, it could be used to send away for external funds from a foundation. As a seminar, the informed participation of class members is essential, and will be taken into account for the final grade. Each student will be responsible for providing written comments for the two first drafts to one other student in class, as well as for his or her own final research prospectus. Each student will also be responsible for presenting three or four of the readings in the syllabus to the class, bringing in a handout summarizing the work for everyone in the class.

**University Courses**

**UC 254 Sophomore Interdisciplinary Seminar**

*Section 008 Global Health and Social Justice*

Credits: 3
Requirements & Distribution: ID
Other: SophInit
Advisory Prerequisites: Completion of FYWR.
Repeatability: May not be repeated for credit.
Primary Instructor: Coleman-Burns, Patricia Wendolyn

This interactive “flipped classroom” seminar is an introduction to global health and social justice issues. The course examines the relationships between global health issues and transnational efforts to improve the health of the world’s poorest and most vulnerable citizens. We examine the concepts of global health disparities through a lens of cultural, social, political and historic determinants of health. We will answer the question: “Why do the health and the “burden of disease” of persons in Northern and Sub-Saharan Africa, in Asia, and, even in South America and the Caribbean’s for example matter to us in the U.S.? Students will examine their own and others’ cultural and social beliefs about health locally and globally. Students are expected to gain a set of skills and competencies that increase the likelihood of functioning in the future as citizens and leaders of a global world that respects the dignity of all human beings.

**Course Requirements:** We use the “flip the classroom” model where students are expected to come to class each week already prepared. Students are graded on assignments and performances based on completing the readings and assigned videos, exploring the resources on the companion website, and completing the “study” quizzes. Subsequently, final grades are based on the completion of individual and group assignments as well as attendance to class, joint and cultural sessions and in-class participation. Assignment include:

- three policy brief papers
- a final group project,
- weekly individual “study” quizzes
- participation in joint sessions and assigned cultural event.

**Intended Audience:** Students in or interested in the health professions are welcome. Registration preference will be given to Sophomores.
Class Format: Seminar

Women's Studies

WOMENSTD 357 Feminist Practices in a Global Context
Section 001

Credits: 3
Requirements & Distribution: SS
Waitlist Capacity: 99
Advisory Prerequisites: One course in Women's Studies.
Repeatability: May not be repeated for credit.
Primary Instructor: Wang, Zheng

Feminist activism has long been a global phenomenon. How do we understand feminist practices in various locations as well as the relationships between feminisms in the east and west, and the local and global? Without assuming a universal course of development of women’s activism, this course adopts a comparative approach to the investigation of particular historical processes of women’s movements in three countries, China, India and the United States. Focusing on feminist activism in the three countries, this course attempts to ground our understanding of globalization in local history, and to illuminate in a concrete way that feminisms in various locations have engendered local, national, and transnational changes. By comparison, we also hope to understand the cultural parameters of each location that have shaped various feminist practices.

Personal narratives (in both textual and visual forms) of feminist activists from the three locations constitute the main body of texts for this course. Other readings and documentaries will provide historical backgrounds to these personal narratives.

Students will be encouraged to actively participate in analyzing and comparing the textual and visual material in the process of learning diverse feminist issues crossing national boarders and from the personal to the political. Besides a historical perspective, the course encourages students to pay close attention to different key words used by feminists in various locations as a method to engage with situated knowledge.

Intended Audience: This course presumes a willingness to engage in hard thinking, questioning, and respectful listening to the voices (spoken and written) of others.

Class Format: The class meets once a week.

WOMENSTD 363 Asian/Pacific Islander American Women
Section 001

Credits: 3
Requirements & Distribution: ULWR
Waitlist Capacity: 99
Other Course Info: (Gender, Race, and Ethnicity in the U.S.).
Repeatability: May not be repeated for credit.
Cross-Listed Classes: AMCULT 363 - Asian Pacif Am Wmn, Section 001
ASIANPAM 363 - Asian Pacif Am Wmn, Section 001
Primary Instructor: Lawsin, Emily P

This interdisciplinary course focuses on the experiences of Asian American and Pacific Islander American women in the United States, including, but not limited to Chinese, Japanese, Filipina, Korean, Native Hawaiian, South Asian, and Southeast Asian women.

Texts and films include an introduction to materials by and about Asian/Pacific Islander American (APIA) women — from historical, anthropological, sociological, psychological, musical, and literary perspectives — thereby allowing students to compare and contrast the experiences of different ethnicities and generations.

Discussions and assignments will examine the intersections of gender, race, ethnicity, class, sexuality, and nationality in APIA women's lives. Learning critical theories about feminism, womanism, immigration, domestic violence, and globalization will show how APIA women have become agents of social change, publicly and privately, at home and in their communities.

Course Requirements: Assignments include: journals, two exams, and term project. For the term project, students will write a research essay OR produce a creative project on an APIA woman.