

East Asia Courses
Fall 2008
(preliminary, as of August 1, 2008)

Aerospace Science

AERO 201 U.S. Aviation History & Its Development into Air Power
Section 001
Credits: 1
Advisory Prerequisites: AERO 102/Permission of instructor.
Cross-Listed Classes UC 201 - US Aviat Hist-Dev I, Section 001
Primary Instructor: Willard,Billy J

This course traces the development of aviation from the 18th century — a time of balloons and dirigibles — to the present, and examines how technology has affected the growth and development of air power. In addition, this course traces the use and development of air power through World War I and World War II, the Korean and Vietnamese conflicts, employment in relief missions and civic action programs in the late 1960s, and employment in military actions concluding with Desert Shield/Desert Storm.

Arabic, Armenian, Persian, Turkish and Islamic Studies

AAPTIS 289 **From Genghis Khan to the Taliban: Modern Central Asia**
Section 001
Credits: 4
Cross-Listed Classes ASIAN 289 - G Khan to Taliban, Section 001
 HISTORY 289 - G Khan to Taliban, Section 001
 MENAS 289 - G Khan to Taliban, Section 001
 REES 289 - G Khan to Taliban, Section 001
Primary Instructor: Northrop,Douglas Taylor

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and Southeast Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars. Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

American Culture

AMCULT 103 **First Year Seminar in American Studies**
Section 002 ***Interracial America***
Credits: 3
Meet Together Classes CAAS 104 - Hum Seminar, Section 001
Primary Instructor: Briones, Matthew M

This course will examine the interaction between different racial groups in the U.S. from the 19th century to our present moment. Conventionally, such studies focus solely on the relationship between African Americans and whites, relying on the hackneyed Black-white paradigm of U.S. race relations. This seminar explodes that dichotomy, searching for a broader historical model, which includes yellow, brown, red, and ethnic white.

- In other words, how did African Americans respond to the internment of Japanese Americans?
- What made desegregation cases like Mendez v. Westminster important precedents in the run-up to Brown v. Board of Education?
- What is a “model minority,” and why did Asians inherit the mantle from Jews?
- What is a “protest minority,” and why were Blacks and Jews labeled as such during the Civil Rights Movement?
- What is the relationship among Black Power, Yellow Power, the American Indian Movement, and Chicano Power, if any?

We will critically interrogate the history of contact that exists between and among these diverse “groups,” and whether conflict or confluence dominates their interaction. If conflict, what factors have prevented meaningful alliances? If confluence, what roles have these groups played in collectively striving for a multiracial democracy?"

AMCULT 304 **American Immigration**
Section 001
Credits: 4
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 place, 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; and 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. The written requirements for this class consist of two written, in-class exams (one essay and some short answers) plus a research paper (about 20 pages long) on the immigrant/ethnic/racial history of the student's family that links interviews with family members with some library research.

AMCULT 356	World War Two in the Pacific
Section 001	<i>World War Two in the Pacific: Hist, Cult, Memory</i>
Credits:	4
Repeatability:	May not be repeated for credit.
Cross-Listed Classes	HISTORY 356 - WW II in the Pacific, Section 001
Primary Instructor:	Salesa, Damon I
Instructor:	Pincus, Leslie B

The Pacific theater of World War Two was a complicated war, one that has many histories. This course studies the origins and course of the war from a historical perspective, but includes more obscure but equally vital social and cultural aspects. Other topics include: the effects of the war on local communities, the development of cultures of war, the ethics and morality of killing, the war as a meeting of empires, the arrival of the atomic age, and the trials of war criminals. It will culminate with the way that the war has been recorded in history, from the Enola Gay exhibit at the Smithsonian to Hollywood films to the History Channel.

Intended audience: Those interested in military history and the social history of war; relevant regions such as Hawaii, Japan, East Asia, SE Asia, the Pacific Islands, and Australasia; cultural history; imperial and colonial history; public history and historiography; international relations and diplomatic history.
 Course Requirements: Discussion/Participation (10%); Reading Assignments (10%); Reading responses (20%); Internet Assignment 1000-1200 words (15%); Audio-visual Assignment 1000-1200 words (15%); Encounter Assignment 800-1000 words (10%); Final Project 2500-3000 words (20%).
 Class Format: Three lecture hours per week with discussion sections led by a GSI.

AMCULT 498	Humanistic Approaches to American Culture
Section 004	<i>Literature of Hawaii</i>
Credits:	3
Meet Together Classes	ENGLISH 417 - Seminar in English Language and Literature, Section 001
Primary Instructor:	Najita, Susan Y

As its literature attests, Hawai'i is simultaneously the uniquely multicultural fiftieth state of the Union, a colonial outpost, and the disputed sovereign nation of native Hawaiians. As might be expected, the literature of Hawai'i is a highly contested terrain ranging from works by native Hawaiian writers, "local" writers, and works by "foreigners." This course allows students to read and study the literary and oral traditions of Hawai'i, including works by writers of native Hawaiian, Chinese, Puerto Rican, Japanese, Filipino, and Korean descent, through competing paradigms which place Hawaii's literatures and cultures within the historical, social, and political contexts of western imperial expansion, globalization, Asian American literature, and the native Hawaiian movement toward autonomy and self-determination. The literatures of Hawai'i have been and can be read through these frameworks as well as how they also problematize and contest these categories. We will examine dominant representations of the islands by Melville, London and Twain as well as contestatory representations by "local" writers such as Balaz, Holt, Trask, Murayama, Pak, Yamanaka, Zamora Linmark and Cobb Keller. The course will also contextualize these authors within the broader critical paradigms of mainland Asian American literature as well as Pacific Island literatures.

AMCULT 699 **Period in American Culture: Literary**
Section 003 ***Interdisciplinary and Cross-Cultural Approaches to Trauma: Asians and Pacific Islanders***

Credits: 3
Advisory Prerequisites: Graduate standing; upperclass standing with permission of instructor.
Cross-Listed Classes: ENGLISH 627 - Critical Theories, Section 003
PSYCH 808 - Special Seminar, Section 003
Primary Instructor: Najita, Susan Y; homepage
Instructor: Nagata, Donna Kiyo

This course takes an interdisciplinary approach to the study of trauma by examining how the disciplines of clinical psychology and literary study attempt to understand and account for the effects of violence, war, social upheaval, and natural disasters in the modern world. The instructors for this course have studied the topic of trauma in their disciplinary fields as it appears in the lives of Asians and Pacific Islanders as well as in artistic and literary productions. The disciplines of psychology and literary study have developed different approaches and methodologies as they consider the problem of trauma. For example, clinical psychology research focuses primarily on the correlates and effects of trauma, the clinical phenomenon of posttraumatic stress disorder, the gathering case studies, interviews, and questionnaires, and issues related to diagnosis and treatment of recommendations. Post-trauma memory may be viewed as an artifact that can bias or limit one's BLAR research efforts. In contrast, literary study, while also focusing on the manifestations/effects of trauma, is more concerned with the nature of trauma itself and the problems it poses for representation and analysis of literary and historical texts. Questions of literary concern include: How does the fact of trauma affect the shape of literary and historical narrative? How does it require different modes of reading and interpretation? Post-trauma memory, in this context, is not viewed as a "nuisance" in research, but rather serves to focus legitimate analysis.

Our aim is to initiate thoughtful dialogue about these important differences: How do the methods, goals, and assumptions of literary and psychological inquiry differentially shape and contribute to our understanding of trauma—and specifically the experiences of Asians and Pacific Islanders? To what extent can knowledge generated from these two distinct fields inform one another? To what extent do the unique dynamics of Asian and Pacific Islander identities complicate the standard methods of academic work on trauma within these disciplines? How does each discipline address the historical context of experienced trauma, and to what degree are political, global factors addressed in their approaches? Specific topics of inquiry include immigrant and refugee experiences of trauma, trauma due to natural disasters and human rights violations, experiences of colonization and racialization, World War II internment of Japanese Americans, forced sexual slavery under Japanese military occupation of Korea, intergenerational transmission of trauma, and approaches to healing and intervention. Evaluation will be based upon papers, class participation, and class presentation.

Anthropology, Cultural

ANTHRCUL 501 **Social Scientific Studies of Historical and Contemporary China**
Section 001

Credits: 3
Consent: With permission of department.
Advisory Prerequisites: Permission of instructor.
Repeatability: May be repeated 2 times.
Cross-Listed Classes ASIAN 501 - China Social Science, Section 001
CCS 501 - China Social Science, Section 001
HISTORY 549 - China Social Science, Section 001

POLSCI 501 - China Social Science, Section 001
SOC 527 - China Social Science, Section 001
Primary Instructor: Lee, James
Instructor: Mueggler, Erik A;

The course will focus on current issues in social scientific studies of historical and contemporary China. Each class will discuss a different disciplinary approach to a common subject, emphasizing the different research designs and data available and comparing the results with similar studies in other countries.

Asian Languages

ASIANLAN 101 First Year Chinese I
Section 100
Credits: 5
Primary Instructor: Tao, Hilda Hsi-Huei

ASIANLAN 101 is an introductory course for students who do not understand or speak any Chinese. (If you speak Chinese, the right course for you is ASIANLAN 104, Reading and Writing Chinese I.) In this course, students are expected to achieve control of the sound system (especially the 4 tones), basic sentence patterns, aural comprehension, daily conversations and writing characters. 374 characters will be introduced in this course. Students are required to perform skits in front of the class almost every week. A written quiz or test will be given every Tuesday and Thursday. This is a 5-credit course. Students have class one hour per day. Tuesdays and Thursdays are lectures; Mondays, Wednesdays and Fridays are recitations. Students are required to register for both a lecture section and a recitation section. Attendance is taken everyday. Textbooks: (1) Integrated Chinese (Level One, Part I) —Textbook, Workbook, Character Workbook (all in Traditional Character Edition); (2) Getting Around in Chinese—Chinese Skits for Beginners.

ASIANLAN 104 Reading & Writing Chinese I
Section 100
Credits: 4

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

ASIANLAN 125 First Year Japanese I
Section 001
Credits: 5

This course is designed for students who have less than the equivalent of one year's study of Japanese at the University of Michigan. The goal of the course is the simultaneous progression of four skills (speaking, listening, writing, and reading) as well as becoming familiar with aspects of Japanese culture which are necessary for language competency. Recitation sessions are conducted in Japanese emphasizing speaking/reading in Japanese contexts at normal speeds. Analyses, explanations, and discussions involving the use of English are specifically reserved for lectures. It is expected that, by the end of the academic term,

students will have basic speaking and listening comprehension skills, a solid grasp of basic grammar, reading and writing skills in *Hiragana* and *Katakana*, and will be able to recognize and produce approximately 58 *Kanji* in context.

Texts: *Genki* Vol.1, Tokyo: The Japan Times, 1998.

ASIANLAN 129 Intensive Japanese I

Section 001

Credits: 10

Cross-Listed Classes [RCLANG 196 - Intensive Japanese I, Section 001](#)

Primary Instructor: [Sato, Tetsuya](#)

This course is designed for you to learn Novice (beginning)-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-semester amount of materials in one semester. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language as much as possible while minimizing the use of English. Through extensive communication practice in classroom activities, we will work on developing all four skills (listening, speaking, reading, and writing, using *hiragana*, *katakana* and 177 *kanji*) along with cultural understanding. You will learn to acquire a sentence-level command in limited topics around everyday life for college students. Most course-related activities are collaborative in nature. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (No prior knowledge in Japanese is assumed; if you have studied Japanese before, the instructor's permission is required).

ASIANLAN 135 First Year Korean I

Section 001

Credits: 5

This course, the first of the two-term sequence (ASIANLAN 135 and ASIANLAN 136), is for those who have no or minimal proficiency in Korean. This course introduces the basic structures of Korean while focusing on the development of speaking, listening, reading, and writing skills. Class regularly meets five times a week — two hours of lecture and three hours of aural/oral practice — and daily attendance is expected. In addition, students are required to do additional hours of work for practice on their own. The checkpoints for evaluation include class participation, homework assignments, weekly quizzes, vocabulary quizzes, chapter tests, and oral tasks. At the completion of the course, students will be able to express simple ideas such as self-introduction, location, daily lives and leisure time activities, while understanding Korean culture and courtesy requirements as well.

ASIANLAN 138 Reading and Writing Korean I

Section 001

Credits: 5

This course, the first of the two-term sequence (ASIANLAN 138 and ASIANLAN 238), is for students who were raised at home where Korean was spoken, and who have speaking and listening abilities in some informal contexts while their reading and writing abilities are not so strong. This course meets five hours per week and covers course materials for non-heritage courses of ASIANLAN 135 and 136 within one academic term. After completing ASIANLAN 138, students will be able to continue their study of Korean by taking ASIANLAN 238 (Reading and Writing Korean II). While this course focuses on developing linguistic competence in four language skills, more emphasis will be given to accuracy in speaking and writing of

international written language for the countries of East Asia. *Wenyan* literature is an important part of the cultural heritage of all humankind.

Although after the May Fourth Movement (*Wu-si yundong*) of the early twentieth century, *baihua* or colloquial-style language replaced *wenyan* as the literary norm, *wenyan* expressions and constructions are still frequently encountered in written and even spoken Chinese, and it is difficult to go far beyond the basic level in modern Chinese without some knowledge of *wenyan*. The purpose of the course sequence 'Literary Chinese I - II' (ASIANLAN 409-410) is to help students gain access to this heritage.

In Literary Chinese I, our goal is to build a foundation in the grammatical structures, basic vocabulary, and rhetorical patterns of Literary Chinese, all of which are significantly different from those of modern Chinese. Completion of second-year Chinese (ASIANLAN 202 or 203) or the equivalent is a prerequisite for the course. Both English and Chinese may be used in class, and the use of Chinese is encouraged; generally, oral translations may be done into either English or modern Chinese. Some written assignments will require Chinese-English translation, however.

ASIANLAN 425 Media Japanese I

Section 001

Credits: 3
Enforced Prerequisites: ASIANLAN 326 or 327
Primary Instructor: Hanai, Yoshiro

The course consists of two — one and a half hour lecture/recitation classes a week and aims to cultivate an advanced level of linguistic, pragmatic, and socio-cultural language competence. In order to facilitate the simultaneous development of all four skills at an advanced level, various media resources including newspaper articles, Internet websites and films are incorporated as supplemental materials. The course is focused on increasing the number of complex sentences and expressions to build up to a coherent paragraph and also increasing the understanding and knowledge of Japanese society and culture. The acquired knowledge should be reflected in students' opinions and impressions described in both speaking and writing.

Textbook: *Authentic Japanese: Progressing from Intermediate to Advanced*, Tokyo: The Japan Times, 1998.

ASIANLAN 429 Japanese Through Business and Social Topics I

Section 001

Credits: 3
Enforced Prerequisites: ASIANLAN 326 or 327
Rackham Information: Rackham credit requires additional work.
Primary Instructor: Kondo, Junko

This course aims to further develop Japanese language competence through readings and discussion on business-related topics. The main purpose of the course is to advance reading, listening, and speaking skills and increase vocabulary essential to discussions of business and social issues. Students will be introduced to broad Japanese business-related topics to develop an understanding of cultural, political, and other factors influencing business practices. The course also covers basic business conversation and business manners. Students will review honorific expressions for their proper application to various business situations. Class materials include authentic materials such as newspaper and magazine articles, government reports, statistics, videos, and interview recordings. No prior knowledge of Japanese business is necessary.

Text: *Business no tame no nibongo*, Tokyo: 3A Network, 2006.

ASIANLAN 435 Readings in Modern Korean I
Section 001

Credits: 3
Enforced Prerequisites: ASIANLAN 336

This course is designed to cultivate an advanced level of linguistic, pragmatic, and socio-cultural language competence in Korean and to develop functional proficiency at all four aspects of languages: reading, writing, speaking, and listening. The course materials include a variety of topics from various authentic materials such as newspaper articles, major literature, films, TV dramas, etc in class. Special focus is on increasing students' ability to express their own ideas as convincingly and precisely in Korean. In particular, it will focus on the use of reading and writing to foster an understanding of varied communicative functions of language. Students will also work on increasing the accessibility to vocabulary and Chinese characters at advanced level, and perfecting sentence structure for oral and written communication in various formats, e.g., formal and informal.

ASIANLAN 439 Academic Japanese I
Section 001

Credits: 2
Rackham Information: Rackham credit requires additional work.
Primary Instructor: Emori,Shoko

This course focuses on the development of competence in academic Japanese, especially proficiency in reading and writing, to enhance students' academic language ability for 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. In addition, the course will help students prepare for the first and second levels of the Japanese proficiency test offered by the Japan Foundation every December.

Text: Rapid Reading Japanese, Tokyo: The Japan Times, 2000.

ASIANLAN 469 Advanced Classical Tibetan I
Section 001

Credits: 3
Enforced Prerequisites: ASIANLAN 468
Primary Instructor: Sparham,Gareth

Designed to train students in basic skills necessary for reading Tibetan literature. Much time is spent reading Buddhist literature (autochthonous as well as in translation from Indic languages). The course offers explanations and exercises in the phonology of literary Tibetan ('Lhasa Dialect'), nominal derivation, syntax of the nominal particles, verbal conjugation and suffixes, and the standard script (dbu-can).

ASIANLAN 499 Independent Language Study
Section 001

Credits: 1 - 5
Consent: With permission of instructor.
Advisory Prerequisites: Permission of Instructor.

Repeatability: May be repeated for 8.00 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 Introduction to Japanese Civilization

Section 001

Credits: 4
Cross-Listed Classes: [HISTORY 203 - Intr Jpn Civilztn, Section 001](#)
Primary Instructor: [Bowen-Struyk, Heather Lynn](#)

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 *per se*. Thus, the aim of this course is two-fold: to analyze selected aspects of the cultural history of "Japan," and to critically reflect on the act of analysis itself.

ASIAN 204 East Asia: Early Transformations

Section 001

Credits: 4
Cross-Listed Classes: [HISTORY 204 - E Asia:Early Trans, Section 001](#)
Primary Instructor: [de Pee, Christian](#)

This course offers an overview of more than three thousand years of East Asian history, from ca. 1600 BCE through ca. 1600 CE. Since every such survey must be selective, this course will emphasize political, social, and cultural transformations. Aided by the course textbook, we will inquire into the nature of political power, the succession of dynasties and military regimes, the growth and spread of religions, and the transformation of family structures, economies, and diplomatic relations. The course will introduce the different, distinct histories of China, Korea, and Japan, but will also chart the interactions between these cultures, following the travels of monks and merchants, diplomats and conquerors, across the islands and continents. The primary-source readings for the lectures, and especially for the discussion sections, will offer an opportunity to see these changing cultures through the eyes of contemporaries: early Chinese philosophers, Korean royal officials, Japanese court ladies, even European travelers. The primary-source readings will also give occasion to reflect on the origins and nature of historical knowledge, thereby making this course not only an introduction to East Asian history, but also an introduction to history as an academic discipline.

The course requires: attendance of all lectures and discussion sections (10%); preparation of the reading assignments and the reading questions for both lectures and discussion sections, and three quizzes in the discussion section (30%); two in-class examinations (30% each). The course uses a textbook and a course pack, at a total cost of ca. \$110.

ASIAN 230 Introduction to Buddhism

Section 001

Credits: 4
Cross-Listed Classes: [PHIL 230 - Intro to Buddhism, Section 001](#)
[RELIGION 230 - Intro to Buddhism, Section 001](#)

IS THE DALAI LAMA A BUDDHIST POPE? WHY DO SOME BUDDHISTS EAT MEAT? HOW DID “ZEN” BECOME A MARKETING TOOL? In this course, we will use diverse methodologies including those of history, philosophy, religious studies, anthropology, and art history to survey ideas and practices in the Buddhist tradition during its development of some two thousand five hundred years. We will devote most of the course to exploring the origins and development of Buddhism in India, the land of its birth, before surveying the vicissitudes of Buddhism elsewhere, with stops planned in China, Sri Lanka, the Tibetan cultural sphere, and North America. Throughout the semester, we will constantly test and retest our criteria for defining “religion,” and our ideas of how people can have fruitful encounters with the religious traditions of others. Themes emphasized in this presentation of Buddhism include: (1) the visual arts and other forms of material culture in Buddhism; (2) Buddhism, authority and violence; and (3) the acculturation of Buddhism to new cultural configurations. NO PREREQUISITES! ALL STUDENTS ARE WELCOME.

ASIAN 249 **Introduction to Korean Civilization**

Section 001

Credits: 4
Cross-Listed Classes HISTORY 249 - Intro Korean Civ, Section 001
Primary Instructor: Ryu, Youngju

This course is a survey of Korean history and culture from earliest times to the present. From foundation myths detailing miraculous births of ancient kings to latest examples of cultural production in the age of digital media, we will examine texts that give us glimpses of how Korea has developed as a nation over thousands of years. In addition to highlighting major events in Korea’s dynastic and national past, particular attention will be paid to everyday practices that shaped the lives of elites and commoners, and the rich tradition of storytelling that helped Koreans make sense of the world as well as their places within it. Developing familiarity with a wide range of sources spanning political, philosophical, economic, religious, and artistic realms, we will visit competing interpretations of Korean history, and think through the different ways that different disciplines construct Korean civilization as an object of study.

ASIAN 251 **Undergraduate Seminar in Chinese Culture**

Section 001 ***The Story of the Stone***

Credits: 3
Primary Instructor: Rolston, David Lee

In this first-year seminar class we will try together to get a better understanding of traditional Chinese culture by reading and discussing a novel that has both been praised as a veritable encyclopedia of Chinese life, and which has mattered deeply to countless Chinese readers, some of whom read it year after year. Because the novel focuses on life within the household and the majority of its major characters are female, one of the foci of the course will be on the life of Chinese women during the time the novel was written. Class meetings will feature a number of different activities. One of these will be class debates on specific topics. The main goal of the various debates will be to permit us to get a wider and richer view of the novel and the culture that produced it, but we will also be interested in relating what we see in the novel to life around us and material we have learned in other contexts. The procedure of debating topics from different points of view will also help us be more critical about our own beliefs and predilections.

ASIAN 252 **Undergraduate Seminar in Japanese Culture**

Section 001 ***Food, Identity and Community in Japan***

Credits: 3
Primary Instructor: Ito, Ken K

Students will explore the place of food in a community's understanding of itself and of others. Using modern Japanese fiction and film as our main texts, we will examine how the discourse of food defines regional and national identities, and how communities are represented through patterns of consumption or deprivation. We will probe the tension between the role of certain foods as markers of cultural authenticity and the reality of cuisine as a historically dynamic, hybrid enterprise. We will investigate the connections of gender and class to food and its preparation, and study how the sharing of food affects human alliances. In short, we will be asking what it means to eat sushi.

ASIAN 252 **Undergraduate Seminar in Japanese Culture**
Section 002 ***Haiku as Poetry and Philosophy***
Credits: 3
Primary Instructor: [Ramirez-Christensen,E](#)

Students will examine the world's briefest poem, the haiku. How does this 17-syllable, 3-line poem signify? What assumptions about the nature of language and meaning lie behind its composition and interpretation? What social milieu produced it? What is its link to Zen practice and other Zen arts? Readings will be from the poetry and critical commentaries of the master Bashô and his disciples, with later poets such as Buson and Issa, as well as haiga (haiku paintings), providing opportunities for comparative study. The Western understandings of haiku in the Imagist movement, Ezra Pound, the beat generation, and Barthe's *Empire of Signs* will also be examined. Secondary sources are available in English, but given the brevity of the poems, analysis of some Japanese texts and their various English renditions will often be possible.

ASIAN 254 **Undergraduate Seminar in Korean Culture**
Section 001 ***Popularism and Popular Culture in Modern Korea***
Credits: 3
Primary Instructor: [Ryu, Youngju](#)

Following the end of the Korean War, South Korea underwent an economic development that transformed the country from one of the poorest nations in the world to one of the world's dozen largest economies. Institutional and ideological aspects of this developmental miracle are well-known, but how do we begin to understand what such a change—pursued with a speed and thoroughness rarely witnessed in history—must have meant for the people living through it? In this class, we will examine popular culture as a means of accessing the values, desires, structures and dispositions that sustain people's lives in times of great upheaval and uprooting. Discussions will revolve around texts drawn from diverse genres including popular songs, feature films, television dramas, comic books, and fictional works; secondary readings will deepen our understanding of specific social configurations and movements within which these texts are situated.

ASIAN 255 **Undergraduate Seminar in Asian Studies**
Section 001 ***Asian Travelers***
Credits: 3
Primary Instructor: [Baxter, William H](#)

In this course we will read what Asians from different times and places have written about the places (real and imagined) where they have traveled. By doing so we better understand both the places and the travelers themselves. The writers will be from various parts of Asia and various time periods, and their destinations will include places in Asia and elsewhere. All readings will be in English.

ASIAN 260 **Introduction to Chinese Civilization**
Section 001 ***Introduction to Chinese Civilization***
Credits: 4
Cross-Listed Classes [HISTORY 252 - Intro to Chinese Civ, Section 001](#)
Primary Instructor: [Brown, Miranda D](#)

This course is intended to introduce students to major issues in pre-modern Chinese history. The course covers the political, cultural, social, and intellectual history from the Neolithic to the Mongol conquest (in the 13th century). Some of the major questions we will treat include:

- Is “China” the oldest continuous civilization?
- Was it culturally and ethnically homogeneous?
- Was Chinese traditional culture and society “patriarchal”?
- To what extent was the state successful in penetrating into the daily lives of individuals?

Course assignments will include not only reading primary and secondary literature (entirely in English); but they will also require students to analyze visual sources (to a lesser degree). No assumed knowledge of Chinese history, culture, or language required.

ASIAN 289 **From Genghis Khan to the Taliban: Modern Central Asia**
Section 001
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- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars. Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and

- Is there, in other words, more than one effective way to represent and predict natural phenomenon?
- The second theme revolves the impact of culture and politics on the content of science, particularly medicine.
- To what extent did early Chinese political institutions, philosophical traditions, and social arrangements help or hinder the development of science?

Readings will focus equally on primary and secondary sources in English. In addition to active participation, attendance, and two power-point presentations, students will give oral presentations and write two 6 to 8-page papers critically treating the secondary literature by examining the primary sources from which scholars have drawn conclusions about some aspect of Chinese science and natural philosophy.

No knowledge of Chinese language or China is required, and the course is open to all.

ASIAN 381 Junior/Senior Colloquium for Concentrators
Section 001 *The Colonization of Psychic Space*

Credits: 3

Enforced Prerequisites: ASIAN 235 with at least a C-

Advisory Prerequisites: Junior or senior standing and concentration in Asian Studies.

Primary Instructor: Mandair, Arvind-Pal Singh

European imperialism in Asia 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. Post-coloniality is the result of this interaction between imperial culture and complex indigenous cultural practices. The aim of this course is to theorize this interaction between European metropole and its colonies in various parts of Asia. Our theorization may involve discussion about various kinds of experiences of race, migration, translation, suppression, resistance, representation, gender as well as responses to the master discourses of imperial Europe such as religion, history, linguistics and philosophy.

ASIAN 428 China's Evolution Under Communism
Section 001

Credits: 4

Advisory Prerequisites: Upperclass standing

Cross-Listed Classes POLSCI 339 - Evol Communism, Section 001

SOC 426 - Evol Communism, Section 001

Primary Instructor: Gallagher, Mary E

An analysis of China's remarkable evolution to develop an understanding of the present system's capacity to deal with the major challenges that confront it in the political, economic, social, environmental, and security arenas.

ASIAN 465 Sacred Image/Sacred Place in Japanese Art
Section 001

Credits: 3

Advisory Prerequisites: Some background knowledge in HISTART, JAPANESE, or RELIGION

Cross-Listed Classes [HISTART 466 - Sacred Image Jpn Art, Section 001](#)

Primary Instructor: Carr, Kevin Gray;

This class surveys the religious arts of Japan from pre-history to the present day, with a special focus on different notions of the sacred images and places. It considers how sculpture, painting, and architecture, and topography work in concert to produce and condition particular experiences of the sacred. The class provides both an overview of the religious currents of Japan as seen through art as well as a thorough introduction to visual analysis of sacred art. Not only will we examine traditions such as kami worship (Shintô), Buddhism, and mountain cults, but we will also consider more general theories of sacred experience from other disciplines such as anthropology and religious studies. Each class will focus on a particular monument of Japanese art, which will serve as the basis for lively classroom discussion. Throughout the course, we will engage with questions concerning the status of the icon, the role of ritual, viewer reception, pilgrimage, the natural world, conceptions of the body, and issues of status, gender, social hierarchy, and in the production and dissemination of art. All are welcome to attend.

Intended audience: Primarily students in ALC who have already taken religion surveys or students in History of Art who have taken lower level surveys of Japanese art.

Course Requirements: 100 pages of readings each week, with regular looking assignments online or at the museum; (depending on the size of the class) a mid-term paper and a in-class presentation followed by a final paper.

Class Format: 3 hours/week in lecture format.

ASIAN 480 **Topics in Asian Studies**
Section 002 ***Introduction to Manchu Languages & Sources***
Credits: 3
Repeatability: May be repeated 4 times. May be elected more than once in the same term.
Cross-Listed Classes [HISTORY 472 - Asian History Topics, Section 001](#)
Primary Instructor: Cassel, Par Kristoffer

China's last imperial dynasty, the Qing, which lasted from 1636 through 1912, was a multilingual and multiethnic empire. Although the Manchu conquerors quickly adopted the Chinese language for the day-to-day running of the empire, the Manchu language was remained an official language of the dynasty and it continued to be used as a writing language long after most Manchus had adopted Chinese dialects in the nineteenth century. Thus anyone who wishes to study important aspects of Chinese history, such as the imperial court, border affairs or the Eight Banner system, benefit from a working knowledge of Manchu. Given the fact that a number of important Chinese texts have been translated into Manchu, many sinologists have found Manchu a useful shortcut to understand those texts, since Manchu is a relatively transparent language grammatically.

This course introduces students to the elements of Manchu writing, phonology and grammar and will expose students to different genres of Manchu writing. After the course, students should be able to read simple Manchu texts with the help of a dictionary. Students should preferably have some prior knowledge of Chinese, Japanese or Korean, a requirement which is subject to the discretion of the instructor. Grades will be based on active participation in class, written assignments and in-class tests, and a short final paper.

ASIAN 480 **Topics in Asian Studies**
Section 003 ***Lost and Found in Japanese Literature and Culture***
Credits: 3
Primary Instructor: Bowen-Struyk, Heather Lynn

Lost and Found in Japanese Literature and Culture looks at a wide variety of creative, journalistic and critical writing of the '90s- present in Japan, a diverse body of writing that nevertheless shares some salient features that are important for understanding Japan and Japanese literature today.

The 90s knows itself as a “lost” decade, a decade in which an American, Alex Kerr, won a prestigious literary prize for his non-fictional *Lost Japan* (originally written in Japanese); a decade in which international best-seller Murakami Haruki continuously rejects the tenets of the past decades—family and company—for a fluffy lyricism of loneliness; a decade in which the resurgence of millenarian cults captivated readers and writers; a decade featuring apocalyptic animation and adult comics; a decade well suited to the noir detective novel, with its seamy underside and lack of redemption; a decade in which even the awarding of the Nobel Prize for Literature to Oe Kenzaburō in 1994 served ironically to question whether Japan has lost its tradition of high literature. As the “lost” narratives multiply, however, so too do the “found” narratives, whether they take the forms of neo-nationalism, personal memoir, post-national globalism, estheticized alienation, or other.

This class examines the lost and found qualities of the past in the present, a present that is also our present. Students are encouraged to follow international news, with a special eye on Japan, because many issues that became so pressing in the 90s continue to be of utmost importance.

ASIAN 499 **Independent Study-Directed Readings**

Section 001

Credits: 1 - 4
Advisory Prerequisites: Permission of instructor.
Repeatability: May be repeated for 8.00 credit(s).

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

ASIAN 500 **Seminar in Asian Studies**

Section 001

Reading the Ancient Chinese Philosophical and Literary Text Zhuangzi

Credits: 3
Advisory Prerequisites: Graduate standing.
Primary Instructor: [Lin, Shuen-Fu](#)

This is an invitation to study the *Zhuangzi* (aka *Chuang Tzu*), one of the greatest texts in ancient Chinese philosophy and prose literature which has had a profound influence on Chinese life, art, literature, philosophy, religion, and aesthetic theory during the last two millennia. We will do a close examination of selected sections of the text, including the Inner Chapters and such Outer and Mixed Chapters as "Autumn Floods," "Supreme Happiness," "Imputed Words," and "Below in the Empire." Students are expected to read all of these chapters from the text either in the Chinese original or in one of the good translations (such as those by Burton Watson, A.C. Graham, and Victor Mair). But students will be required to read a manageable number of particular sections of these chapters for in-depth discussion in class. While enjoying this great text itself, we will also investigate such broad issues as: the first "philosophic breakthrough" in Chinese civilization — one of the major philosophic breakthroughs in the history of humankind — as discussed in "Below in the Empire" chapter; textual problems and interpretive strategies; ancient myths and the *Zhuangzi*; language and thought; philosophical essays as rhetorical constructs; the literary values of the *Zhuangzi*. In addition to selected chapters from the *Zhuangzi*, some readings of secondary sources in Chinese and English will also be assigned. Active participation in discussion, oral reports, and a substantial term paper are required.

ASIAN 500 **Seminar in Asian Studies**
Section 002 ***History and Historiography of the Tang and Song Dynasties***
Credits: 3
Advisory Prerequisites: Graduate standing.
Primary Instructor: [de Pee, Christian](#)

This course offers a topical survey of the history and historiography of the Tang (618-907) and Song (960-1279) dynasties. It is intended in the main to convey an impression of the shape of the field of Middle-Period history in the United States, with its small first generation of economic, intellectual, and political historians, its second generation of social historians, and its budding third generation of cultural historians. This historiographical disposition of the course not only lends form to the succession of topics, but offers an opportunity for the development of a wider range of academic skills. The reading assignments for the course will provide a basic knowledge of the history and historiography of the Tang and Song dynasties, but class discussions will also address the conception of research projects, inventive approaches to sources, style and argument in prose composition, the politics of publishing, the nature and development of academic fields, and the shape of academic careers. In short, this seminar is intended not only as an introduction to the history and historiography of the Tang and Song dynasties, but also as an opportunity to reflect on graduate education and to develop some of the critical and practical skills required therein. The requirements of the course are: attentive reading of the assignments and the composition of a brief reflection on the week's readings, to be posted to the CTools site of the course; participation in discussion during seminar meetings; a mock peer review of one of the assigned articles; and a substantial final paper according to academic need and ability (either a review essay or a short research paper).

ASIAN 501 **Social Scientific Studies of Historical and Contemporary China**
Section 001
Credits: 3
Consent: With permission of department.
Cross-Listed Classes ANTRHCUL 501 – China Social Science, Section 001
 [CCS 501 - China Social Science, Section 001.](#)
 [HISTORY 549 - China Social Science, Section 001](#)
 [POLSCI 501 - China Social Science, Section 001](#)
 [SOC 527 - China Social Science, Section 001](#)
Primary Instructor: [Lee, James](#)
Instructor: [Mueggler, Erik A;](#)

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

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

ASIAN 550 **Seminar in Cultural and Comparative Studies of Asia**
Section 001

Credits: 3
Advisory Prerequisites: Graduate standing.
Repeatability: May be repeated 3 times. May be elected more than once in the same term.
Primary Instructor: [Ryu, Youngju](#)
Instructor: [Florida, Nancy K](#)

In this seminar the student, is introduced to a set of theoretical topics that are relevant to the comparative and critical study of Asia. Rather than focusing on a particular region, historical period, or disciplinary perspective, the course seeks to equip students with tools essential for a sophisticated and compelling analysis of a variety of regions, historical periods, and disciplinary perspectives. These tools will allow them to move more easily across the disciplines of Asian studies by, among other things, exploring the historical foundations of those disciplines. The readings will offer a variety of strategies for understanding Asian cultures, pairing readings in social theory with monographs that concern specific Asian materials. Students will thereby gain a purchase on critical theory and productive ways of using it in the study of cultures across national and/or disciplinary boundaries.

ASIAN 554 **Modern Japanese Literature**
Section 001 ***Showa Currents***

Credits: 3
Advisory Prerequisites: ASIANLAN 428.
Primary Instructor: [Ito, Ken K](#)

This seminar will read some of the major texts from the rich, variegated, and often contradictory literary history of the early Showa period, the years from 1925 to 1945. The major cultural currents of this period — among them the expansion of mass consumer publishing and the popularization of "erotic grotesque nonsense," the arrival of the surrealist aesthetics of the New Sensationists, the rise of Proletariat Literature, the returns to Japan enacted by the Japanese Romantics, and the broad acceptance of war literature — present a diverse yet strangely interconnected cultural field. Our effort will be to read for both the contestations and conjunctions between high and low cultures, progressive and conservative ideologies, and modernist and neo-traditionalist literary movements as these are enacted in works by writers such as Edogawa Ranpo, Yoshikawa Eiji, Kawabata Yasunari, Tanizaki Jun'ichiro, Yasuda Yojuro, Kobayashi Hideo and Hino Ashihei. The seminar will be organized so that readings may be done either in Japanese or in English translation; graduate students in fields other than Japanese literature are welcome to participate and upperclass undergraduates may register with the permission of the instructor.

ASIAN 699 **Directed Readings**
Section 001

Credits: 1 - 6
Other: Indpnt Study
Consent: With permission of instructor.
Advisory Prerequisites: Permission of instructor.

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 799 Master's Essay in Japanese Studies

Section 001

Credits: 1 - 6
Consent: With permission of instructor.
Advisory Prerequisites: Master's student in Asian Studies. Graduate standing and permission of instructor.
Repeatability: May not be repeated for credit.

Students electing the thesis track must complete the Master's Essay. The Master's Essay is a substantial research paper reflecting interdisciplinary training and the ability to use Western language literature and Japanese language sources. The thesis is usually undertaken in the last term of the degree program, under the supervision of two Center faculty. Students in the joint degree programs should refer to the appropriate sections in the CJS handbook for additional requirements specific to their program.

ASIAN 990 Dissertation Research - Precandidate

Section 001

Credits: 1 - 8
Credit Exclusions: This course replaces JAPANESE 990, CHIN 990, and BUDDHST 990.
Consent: With permission of instructor.
Advisory Prerequisites: Graduate standing and permission of instructor. Election for dissertation work by doctoral student not yet admitted as a Candidate.
Grading: Grading basis of 'S' or 'U'.
Repeatability: May be repeated 4 times.

Election for dissertation work by doctoral student not yet admitted as a Candidate.

ASIAN 995 Dissertation Research - Candidate

Section 001

Credits: 8
Credit Exclusions: This course replaces JAPANESE 995, CHIN 995, and BUDDHST 995.
Consent: With permission of department.
Enforced Prerequisites: Graduate School authorization for admission as a doctoral Candidate
Grading: Grading basis of 'S' or 'U'.
Repeatability: May be repeated 4 times.

Graduate School authorization for admission as a doctoral Candidate. N.B. The defense of the dissertation (the final oral examination) must be held under a full term Candidacy enrollment period.

Center for African and Afroamerican Studies

CAAS 104 First Year Humanities Seminar

Section 001 *Interracial America*

Credits: 3
Meet Together Classes AMCULT 103 - Hum Seminar, Section 002
Primary Instructor: Briones, Matthew M

This course will examine the interaction between different racial groups in the U.S. from the 19th century to our present moment. Conventionally, such studies focus solely on the relationship between African Americans and whites, relying on the hackneyed Black-white paradigm of U.S. race relations. This seminar

explodes that dichotomy, searching for a broader historical model, which includes yellow, brown, red, and ethnic white.

- In other words, how did African Americans respond to the internment of Japanese Americans?
- What made desegregation cases like Mendez v. Westminster important precedents in the run-up to Brown v. Board of Education?
- What is a “model minority,” and why did Asians inherit the mantle from Jews?
- What is a “protest minority,” and why were Blacks and Jews labeled as such during the Civil Rights Movement?
- What is the relationship among Black Power, Yellow Power, the American Indian Movement, and Chicano Power, if any?

We will critically interrogate the history of contact that exists between and among these diverse “groups,” and whether conflict or confluence dominates their interaction. If conflict, what factors have prevented meaningful alliances? If confluence, what roles have these groups played in collectively striving for a multiracial democracy?"

Chinese

CHIN 668	Studies in Early Chinese History
Section 001	<i>Comparative Studies in the Qin-Han and Ming-Qing Empires</i>
Credits:	3
Advisory Prerequisites:	Graduate standing; Upperclass standing with permission of instructor.
Cross-Listed Classes	HISTORY 668 - Early Chin Hist, Section 001
Primary Instructor:	Chang, Chun-Shu

This is a proseminar in premodern Chinese history before 1800. The main focus of the course is on the examination of the development of the field, the current state of research, and the various methodological approaches in the studies of premodern Chinese history.

Chinese Studies

CCS 501	Social Scientific Studies of Historical and Contemporary China
Section 001	
Credits:	3
Consent:	With permission of department.
Advisory Prerequisites:	Permission of instructor.
Repeatability:	May be repeated 2 times.
Cross-Listed Classes	ANTHRCUL 501 - China Social Science, Section 001 ASIAN 501 - China Social Science, Section 001 HISTORY 549 - China Social Science, Section 001 POLSCI 501 - China Social Science, Section 001 SOC 527 - China Social Science, Section 001
Primary Instructor:	Lee, James
Instructor:	Mueggler, Erik A

CCS 501 is part of a two-semester Interdisciplinary Seminar in Chinese Studies intended for M.A. and Ph.D. students from all disciplines. Disciplinary departments create barriers between shared problems, methods, and sources. ISCS is designed to recover and highlight the connecting links of Chinese Studies: the

multidimensional study of China encompassing all social groups and the entire range of human experience, from literature and the visual arts to politics and economics. There are no formal prerequisites, except permission of the instructors.

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

CCS 650 Independent Study in Chinese Studies

Section 001

Credits: 1 - 3

Advisory Prerequisites: Master's students in Chinese Studies, and permission of instructor.

Repeatability: May be repeated for 3.00 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 Master's Thesis in Chinese Studies

Section 001

Credits: 1 - 3

Advisory Prerequisites: Master's students in Chinese Studies, and permission of instructor.

Grading: Grading basis of 'S' or 'U'.

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.

Classical Civilization

CLCIV 328 Ancient Languages and Scripts

Section 001

Credits: 3

Primary Instructor: Fortson, Benjamin W

An introduction to the study of ancient languages and scripts, concentrating on (but not limited to) those of the Mediterranean Basin and Mesopotamia. Topics covered will include the origin and development of writing (including consideration of China, Central America, and elsewhere); the history of the decipherment of certain scripts (Egyptian hieroglyphics, Mesopotamian cuneiform writing, Linear B); the recovery of the pronunciation and structure of dead languages; how we figure out what texts in dead languages say; ancient views on language, etymology, and language change, and more recent views on the same subjects. Several weeks of the course will focus specifically on Greek and Latin, their history and structure, and their influence on English and other modern languages. Work in the course will include decipherment exercises, acquiring rudimentary knowledge of selected ancient scripts and languages, and learning various analytical tools in dealing with ancient sources. No knowledge of any ancient language or of linguistics will be assumed.

Communication Studies

COMM 439 **Seminar in Journalistic Performance**
Section 001 ***Global Media and Press Freedom***
Credits: 3
Meet Together Classes COMM 439 - Journalism Perf, Section 002
Primary Instructor: Warner,Fara Taye

In this course, we will examine the issues facing journalism in the U.S. and abroad. We will look at the rise of the Internet and its effect on journalism; the demise of national newspapers and the growing monopolies in media around the world. We will look at how journalism is practiced around the world with a focus on China, Singapore, Turkey, Iraq and several African countries.

COMM 458 **Special Topics in Media Systems**
Section 005 ***Media and Identity in Global Context***
Credits: 3
Advisory Prerequisites: COMM 351 or 371 strongly recommended.
Repeatability: May be repeated for 8.00 credit(s). May be elected more than once in the same term.
Meet Together Classes COMM 458 - Media Systems Topics, Section 006
Primary Instructor: Punathambekar,Aswin

This course focuses on transnational media flows in order to explore changing dynamics of race-relations and ethnic identities in an era of increasing global connectivity. Taking a historical approach, and drawing from various scholarly traditions, we will examine how the production, circulation, and consumption of media serve as key sites for negotiating race relations and shaping constructions of socio-cultural and political identities. Exploring flows of film, television, and new media within and between North America, U.K., South Asia, the Caribbean and other contexts, we will tackle a number of themes and issues including: patterns of migration, representations of identity and difference, “ethnic” cultural production, diasporic youth cultures, gendered dimensions of race-relations, relationship between class and race, and state policies. Students will also have an opportunity to conduct independent research on these topics as a final project for the course.

Dutch and Flemish Studies

DUTCH 160 **First Year Seminar: Colonialism and its Aftermath**
Section 001 ***Issues in Race & Ethnicity***
Credits: 3
Other Course Info: Taught in English.
Primary Instructor: Broos,Antonius J M

The course introduces first-year students to cultural studies in general and Dutch Studies in particular, integrating social, political, and economic history with literary renderings, and artistic representations of colonialism. The Netherlands has been an active participant in shaping the world as we know it, through mercantile and political involvement around the globe. The Dutch were colonizers of Indonesia and its many islands, founders of New Amsterdam/New York, traders in West Africa, first settlers in Capetown in South Africa, and the first trading partners with the Japanese. The Netherlands held colonial power over Suriname until 1975; other West Indies islands, i.e., Aruba, Bonaire, Curaçao are still part of the Dutch Kingdom. We will trace the origin and development of the Dutch expansion in the world, how countries were conquered

and political systems were established. Mercantile gains as shown in the spice trade and the many aspects of the slave trade will be emphasized. The role of the Dutch East India Company (VOC), once called the world's largest multinational in the 17th and 18th century, will be examined. We will read from the vast body of Dutch literary works related to the East and West Indies, started as early as the 17th century.

English Language and Literature

ENGLISH 298 Introduction to Literary Studies

Section 003

Credits: 3

Advisory Prerequisites: Prerequisite for concentrators in English and Honors English.

Primary Instructor: Wenzel, Jennifer A

This course will begin from the premise that one of the simple joys that literature offers is a good story. Thus, our focus will be on narrative: what it is and how it works. Our discussions will aim toward a more complex understanding of the ways in which narrative appeals to readers, as well as the aesthetic, social, and political implications of judging a story to be a 'good' one. Tackling questions of literary value will allow us to confront assumptions about what literature is or is supposed to be, how those assumptions vary over space and time, and what it means to engage in literary studies.

Our texts will be (mostly) by twentieth century authors from Africa, India, China, the Caribbean, and the U.S.: possible authors include Jamaica Kincaid, Caryl Phillips, Leslie Marmon Silko, Salman Rushdie, Zakes Mda, Tsitsi Dangarembga, Dai Sijie, and J.M. Coetzee.

Short writing assignments, both formal and informal, will facilitate critical engagement with the texts. Participation in class discussion is a required component of the course. There will be at least one exam.

ENGLISH 417 Seminar in English Language and Literature

Section 001 *Literature of Hawaii*

Credits: 3

Meet Together Classes: AMCULT 498 - Hum Appr, Section 004

Primary Instructor: Najita, Susan Y

As its literature attests, Hawai'i is simultaneously the uniquely multicultural fiftieth state of the Union, a colonial outpost, and the disputed sovereign nation of native Hawaiians. As might be expected, the literature of Hawai'i is a highly contested terrain ranging from works by native Hawaiian writers, "local" writers, and works by "foreigners." This course allows students to read and study the literary and oral traditions of Hawai'i, including works by writers of native Hawaiian, Chinese, Puerto Rican, Japanese, Filipino, and Korean descent, through competing paradigms which place Hawaii's literatures and cultures within the historical, social, and political contexts of western imperial expansion, globalization, Asian American literature, and the native Hawaiian movement toward autonomy and self-determination. The literatures of Hawai'i have been and can be read through these frameworks as well as how they also problematize and contest these categories. We will examine dominant representations of the islands by Melville, London and Twain as well as contestatory representations by "local" writers such as Balaz, Holt, Trask, Murayama, Pak, Yamanaka, Zamora Linmark and Cobb Keller. The course will also contextualize these authors within the broader critical paradigms of mainland Asian American literature as well as Pacific Island literatures.

ENGLISH 627 Critical Theories

Section 003 *Interdisciplinary and Cross-Cultural Approaches to Trauma: Asians and Pacific Islanders*

Credits: 3
Advisory Prerequisites: Graduate standing; upperclass standing with permission of instructor.
Cross-Listed Classes: [AMCULT 627 - Period in American Culture: Literary, Section 003](#)
[PSYCH 808 - Special Seminar, Section 003](#)
Primary Instructor: [Najita, Susan Y](#)
Instructor: [Nagata, Donna Kiyō](#)

This course takes an interdisciplinary approach to the study of trauma by examining how the disciplines of clinical psychology and literary study attempt to understand and account for the effects of violence, war, social upheaval, and natural disasters in the modern world. The instructors for this course have studied the topic of trauma in their disciplinary fields as it appears in the lives of Asians and Pacific Islanders as well as in artistic and literary productions. The disciplines of psychology and literary study have developed different approaches and methodologies as they consider the problem of trauma. For example, clinical psychology research focuses primarily on the correlates and effects of trauma, the clinical phenomenon of posttraumatic stress disorder, the gathering case studies, interviews, and questionnaires, and issues related to diagnosis and treatment of recommendations. Post-trauma memory may be viewed as an artifact that can bias or limit one's BLAR research efforts. In contrast, literary study, while also focusing on the manifestations/effects of trauma, is more concerned with the nature of trauma itself and the problems it poses for representation and analysis of literary and historical texts. Questions of literary concern include: How does the fact of trauma affect the shape of literary and historical narrative? How does it require different modes of reading and interpretation? Post-trauma memory, in this context, is not viewed as a "nuisance" in research, but rather serves to focus legitimate analysis.

Our aim is to initiate thoughtful dialogue about these important differences: How do the methods, goals, and assumptions of literary and psychological inquiry differentially shape and contribute to our understanding of trauma—and specifically the experiences of Asians and Pacific Islanders? To what extent can knowledge generated from these two distinct fields inform one another? To what extent do the unique dynamics of Asian and Pacific Islander identities complicate the standard methods of academic work on trauma within these disciplines? How does each discipline address the historical context of experienced trauma, and to what degree are political, global factors addressed in their approaches? Specific topics of inquiry include immigrant and refugee experiences of trauma, trauma due to natural disasters and human rights violations, experiences of colonization and racialization, World War II internment of Japanese Americans, forced sexual slavery under Japanese military occupation of Korea, intergenerational transmission of trauma, and approaches to healing and intervention. Evaluation will be based upon papers, class participation, and class presentation.

French

FRENCH 350 **Special Topics in French and Francophone Studies** **Section 001** ***Orientalism in 19th Century France***

Credits: 3

Enforced Prerequisites: Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320 (RCCORE 320); or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (RCCORE 320)

Primary Instructor: Clej, Alina M

In this course we will explore the connections between the realities of French colonialism, and its imaginary (fantastic) representations in the literature, and visual culture of the 19th century. We will study in particular the various forms taken by Orientalism, and the obsession with an exotic Other, at once seductive and repelling, in travel narratives and poetry, fashion, and the arts. From the 'egyptomania' inaugurated by Napoleon's expedition in Egypt (1798-99) to the infatuation with Japanese prints ('japonisme') at the end of the 19th century, French Orientalism contributes in significant ways to what we call modern 'French' culture.

Although the emphasis will be on the fantastic as a genre, we shall also discuss the relation of individual writers (e.g., Hugo, Nerval, Gautier, Baudelaire, Flaubert, Verlaine) to wider trends in French culture, such as Romanticism, Parnassianism, Symbolism, Impressionism.

No exams. Evaluation will be based on three papers, a brief oral presentation, and participation in class discussion. Course is taught in French.

History of Art

HISTART 194 **First Year Seminar**
Section 001 ***Good Stories: Narrative Art in Japan***
Credits: 3
Primary Instructor: [Carr, Kevin Gray](#)

This class draws on theories of narrative from Western and Asian art and literature to explore various exemplars of Japanese narrative art. Lectures will survey the history of visual storytelling in Japan from the seventh to twenty-first centuries, emphasizing close visual and textual analysis. Lively class discussions explore a range of issues concerning narrative in Japan, including visual modes of storytelling in the scroll format, concepts of literary and pictorial genres in the premodern period, and the functions of picture scrolls as tools of persuasion, repositories for nostalgic visions of the classical past, vehicles for the mythologization of religious institutes, and stages for satiric representation. The objects to be analyzed range from twelfth-century *Genji* scrolls to modern animation, with special emphasis on illustrated texts.

HISTART 466 **Sacred Image/Sacred Place in Japanese Art**
Section 001
Credits: 3
Advisory Prerequisites: Some background knowledge in HISTART, JAPANESE, or RELIGION
Cross-Listed Classes: [ASIAN 465 - Sacred Image Jpn Art, Section 001](#)
Primary Instructor: [Carr, Kevin Gray](#);

This class surveys the religious arts of Japan from pre-history to the present day, with a special focus on different notions of the sacred images and places. It considers how sculpture, painting, and architecture, and topography work in concert to produce and condition particular experiences of the sacred. The class provides both an overview of the religious currents of Japan as seen through art as well as a thorough introduction to visual analysis of sacred art. Not only will we examine traditions such as kami worship (Shintô), Buddhism, and mountain cults, but we will also consider more general theories of sacred experience from other disciplines such as anthropology and religious studies. Each class will focus on a particular monument of Japanese art, which will serve as the basis for lively classroom discussion. Throughout the course, we will engage with questions concerning the status of the icon, the role of ritual, viewer reception, pilgrimage, the natural world, conceptions of the body, and issues of status, gender, social hierarchy, and in the production and dissemination of art. All are welcome to attend.

Intended audience: Primarily students in ALC who have already taken religion surveys or students in History of Art who have taken lower level surveys of Japanese art.
Course Requirements: 100 pages of readings each week, with regular looking assignments online or at the museum; (depending on the size of the class) a mid-term paper and a in-class presentation followed by a final paper.

Class Format: 3 hours/week in lecture format.

History

HISTORY 196 **First-Year Seminar**
Section 002 ***Love and Friendship in Chinese Culture***

Credits: 3
Advisory Prerequisites: Enrollment restricted to first-year students, including those with sophomore standing.
Primary Instructor: Lee, James

This class mixes history, literature, and sociology. The purpose of the class is two fold: first, to introduce a number of selected texts on family, friendship, and love in Chinese culture; second to provide a broad conceptual framework on self and society in traditional and contemporary China. I have organized the classes each week around specific selected topics and have assigned a variety of literary as well as social science texts. We are interested in these texts less as artistic achievements and more as guides to Chinese values and to the function of literature in Chinese culture.

This class assumes no prior knowledge of Chinese culture. There will be close to 250 pages of required reading – more fiction than social science each week. The readings will be posted on a Ctools site, with the exception of "The Story of the Stone" and "The Plum of the Golden Vase". You will be required to purchase these online. These books will also be placed on reserve at the Undergraduate Library.

Every week students should post a short discussion question on the next week's readings on our class Ctools site for class discussion. In addition to the reading, Students are responsible for leading class discussion on the reading for a specific week; discussion leaders may want to consult with me before their class presentation. You will also prepare two short papers (1000 and 2500 words respectively). Poorly written papers will be returned to be rewritten. Two classes, listed as Paper Conferences on the schedule, will be devoted to the discussion of students' papers. The papers will be posted on the Ctools site prior to the class.

Most of our communication will be through class discussions. Attendance and participation are absolutely required. Students who are absent without an acceptable excuse will be penalized severely.

HISTORY 203 **Introduction to Japanese Civilization**
Section 001

Credits: 4
Cross-Listed Classes [ASIAN 200 - Intr Jpn Civilztn, Section 001](#)
Primary Instructor: [Bowen-Struyk, Heather Lynn](#)

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 *per se*. 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 204 **East Asia: Early Transformations**
Section 001

Credits: 4
Cross-Listed Classes [ASIAN 204 - E Asia:Early Trans, Section 001](#)

Primary Instructor: [de Pee, Christian](#)

This course offers an overview of more than three thousand years of East Asian history, from ca. 1600 BCE through ca. 1600 CE. Since every such survey must be selective, this course will emphasize political, social, and cultural transformations. Aided by the course textbook, we will inquire into the nature of political power, the succession of dynasties and military regimes, the growth and spread of religions, and the transformation of family structures, economies, and diplomatic relations. The course will introduce the different, distinct histories of China, Korea, and Japan, but will also chart the interactions between these cultures, following the travels of monks and merchants, diplomats and conquerors, across the islands and continents. The primary-source readings for the lectures, and especially for the discussion sections, will offer an opportunity to see these changing cultures through the eyes of contemporaries: early Chinese philosophers, Korean royal officials, Japanese court ladies, even European travelers. The primary-source readings will also give occasion to reflect on the origins and nature of historical knowledge, thereby making this course not only an introduction to East Asian history, but also an introduction to history as an academic discipline.

The course requires: attendance of all lectures and discussion sections (10%); preparation of the reading assignments and the reading questions for both lectures and discussion sections, and three quizzes in the discussion section (30%); two in-class examinations (30% each). The course uses a textbook and a course pack, at a total cost of ca. \$110.

HISTORY 249 Introduction to Korean Civilization

Section 001

Credits: 4
Cross-Listed Classes ASIAN 249 - Intro Korean Civ, Section 001
Primary Instructor: Ryu,Youngju

This course is a survey of Korean history and culture from earliest times to the present. From foundation myths detailing miraculous births of ancient kings to latest examples of cultural production in the age of digital media, we will examine texts that give us glimpses of how Korea has developed as a nation over thousands of years. In addition to highlighting major events in Korea's dynastic and national past, particular attention will be paid to everyday practices that shaped the lives of elites and commoners, and the rich tradition of storytelling that helped Koreans make sense of the world as well as their places within it. Developing familiarity with a wide range of sources spanning political, philosophical, economic, religious, and artistic realms, we will visit competing interpretations of Korean history, and think through the different ways that different disciplines construct Korean civilization as an object of study.

HISTORY 250 China from the Oracle Bones to the Opium War

Section 001

Credits: 3
Primary Instructor: Chang,Chun-Shu

This course consists of a survey of early Chinese history, with special emphasis on the origins and development of the political, social, and economic institutions and their intellectual foundations. Special features include class participation in performing a series of short dramas recreating critical issues and moments in Chinese history, slides especially prepared for the lectures, new views on race and gender in the making of China, intellectual and scientific revolutions in the seventeenth century, and literature and society in premodern China.

HISTORY 252 Introduction to Chinese Civilization

Section 001 *Introduction to Chinese Civilization*

Credits: 4

Cross-Listed Classes ASIAN 260 - Intro to Chinese Civ, Section 001

Primary Instructor: Brown, Miranda D

This course is intended to introduce students to major issues in pre-modern Chinese history. The course covers the political, cultural, social, and intellectual history from the Neolithic to the Mongol conquest (in the 13th century). Some of the major questions we will treat include:

- Is “China” the oldest continuous civilization?
- Was it culturally and ethnically homogeneous?
- Was Chinese traditional culture and society “patriarchal”?
- To what extent was the state successful in penetrating into the daily lives of individuals?

Course assignments will include not only reading primary and secondary literature (entirely in English); but they will also require students to analyze visual sources (to a lesser degree). No assumed knowledge of Chinese history, culture, or language required.

HISTORY 257 **Law in the Pre-Modern World**

Section 001

Credits: 3

Meet Together Classes JUDAIC 317 - Topic Judaic Studies, Section 002

Primary Instructor: Neis, Rachel

This introduction to the study of law will expose the student to a variety of ancient and medieval legal cultures across the globe (including ancient Chinese, Hindu, Buddhist, Mesopotamian, Israelite, Greek and Roman law). While asking the basic question, “what is law,” we will investigate how law was justified and understood by its practitioners (philosophy, narrative, history, myth, religion) and how laws were used to govern, regulate and construct human social relations and transactions (agreements, disputes, crime, punishment, courts, judgment, justice, legislation, compliance, enforcement). We will look at a variety of sources such as legal codes and handbooks, narratives, contracts, cases and speeches, as well as literature drawn from history and legal and political theory. Specific legal topics to be covered will be: jurisprudence, legal authority, property, the regulation of intimacy, criminal law, varieties of violence (sanctioned, prohibited, actionable), legal institutions and procedure.

This course will have a midterm, a final exam, and several short response papers and quizzes.

HISTORY 289 **From Genghis Khan to the Taliban: Modern Central Asia**

Section 001

Credits: 4

Cross-Listed Classes AAPTIS 289 - G Khan to Taliban, Section 001

ASIAN 289 - G Khan to Taliban, Section 001

MENAS 289 - G Khan to Taliban, Section 001

REES 289 - G Khan to Taliban, Section 001

Primary Instructor: Northrop, Douglas Taylor

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and Southeast Asia with those of Europe and Africa. Vast wealth traveled this route, wending

Primary Instructor: [Tonomura,Hitomi](#)

How did Japan's first state-makers conceptualize the origins and shape of their emerging imperium? This course explores Japan's earliest extant literary expressions of culture, politics, religion, gender relations and sexuality by reading the Kojiki, or the Record of Ancient Matters. The Kojiki contains Japan's founding myth and is the documentary basis of the belief system that later came to be called shinto. We read the narrative text of the Kojiki in English translation along with other background sources, and consider diverse issues from various angles. Sample topics include: divine authority; gender, body, and procreation; sexual acts of female and male gods; the cosmological layout; the role of the female Sun deity who became the progenitress of the (still reigning) imperial family; Korean and Chinese influences on the making of "Japan"; purity and pollution; heroism and violence; and the place of the myth in modern nationalism. Students are evaluated on the basis of weekly class participation and a final project.

HISTORY 450 **Japan to 1700**

Section 001

Credits: 3

Rackham Information: Rackham credit requires additional work.

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."

Students will be evaluated on the basis of in-class activities and 2 papers.

Graduate students: An additional assignment, to be discussed.

HISTORY 472 **Topics in Asian History**

Section 001 ***Introduction to Manchu Languages & Sources***

Credits: 3

Meet Together Classes ASIAN 480 - Topics Asian Studies, Section 002

Primary Instructor: Cassel,Par Kristoffer

China's last imperial dynasty, the Qing, which lasted from 1636 through 1912, was a multilingual and multiethnic empire. Although the Manchu conquerors quickly adopted the Chinese language for the day-to-day running of the empire, the Manchu language was remained an official language of the dynasty and it continued to be used as a writing language long after most Manchus had adopted Chinese dialects in the nineteenth century. Thus anyone who wishes to study important aspects of Chinese history, such as the imperial court, border affairs or the Eight Banner system, benefit from a working knowledge of Manchu. Given the fact that a number of important Chinese texts have been translated into Manchu, many sinologists have found Manchu a useful shortcut to understand those texts, since Manchu is a relatively transparent language grammatically.

This course introduces students to the elements of Manchu writing, phonology and grammar and will expose students to different genres of Manchu writing. After the course, students should be able to read simple Manchu texts with the help of a dictionary. Students should preferably have some prior knowledge of

Chinese, Japanese or Korean, a requirement which is subject to the discretion of the instructor. Grades will be based on active participation in class, written assignments and in-class tests, and a short final paper.

HISTORY 549 Social Scientific Studies of Historical and Contemporary China

Section 001

Credits: 3
Consent: With permission of department.
Advisory Prerequisites: Permission of instructor.
Cross-Listed Classes ANTHRCUL 501 - China Social Science, Section 001
ASIAN 501 - China Social Science, Section 001
CCS 501 - China Social Science, Section 001
POLSCI 501 - China Social Science, Section 001
SOC 527 - China Social Science, Section 001

Primary Instructor: Lee, James
Instructor: Mueggler, Erik A

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

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

HISTORY 592 Topics in Asian History
Section 001 *Protest, Rebellion, and Revolution in Japan*

Credits: 3
Meet Together Classes HISTORY 392 - Asian Hist Topics, Section 005
Primary Instructor: Pincus, Leslie B

This course examines histories of protest, rebellion, and revolution in early-modern and modern Japan. The readings for the course draw on the resources and knowledge of various disciplines, traditions and genres— history, anthropology, biography, and imaginative literature, as well as theoretical and comparative studies on the subject. While Japan has conventionally been described as a “consensual society,” the historical record since 1600 reveals ample evidence of conflict, often in the form of purposeful action against organized power, and, increasingly, in the service of socially transformative ends.

HISTORY 592 Topics in Asian History
Section 003 Cultural History of the Japanese Empire and Its Aftermath

Credits: 2 - 3
Meet Together Classes HISTORY 392 - Asian Topics, Section 003

Primary Instructor: Auerback, Micah Louis

Why does a Japanese prime minister's worship at a Shinto shrine in Tokyo trigger mass protests in Beijing and Seoul? Why are ramen noodles from China now a universal favorite in Japan? Why does the North Korean government demand reparations in exchange for normalization of diplomatic relations with Japan? How did a Japanese manga graphic novel become a hit TV drama in Taiwan, which is now being remade in South Korea?

In this course, we will address these contemporary questions by studying the Japanese Empire, which lasted for 50 years and encompassed over 100 million people at its zenith. This history is often conceived only in narrow political terms of war, occupation, and domination. However, in this course, we will focus not on spectacular episodes of violence but on a broad range of cultural phenomena, including periodicals, diaries, travelogues, novels, music, and film. Through these, we will first explore the relations between Japanese colonizers and the Asian colonized before and during the empire, and then go on to consider the legacies of the empire in East Asia after its collapse in 1945.

No previous experience with Asian history or languages is required. Assignments will include mandatory in-class exercises, periodic response papers, and one term paper. For more information, e-mail the course instructor at auerback@umich.edu

HISTORY 668	Studies in Early Chinese History
Section 001	<i>Comparative Studies in the Qin-Han and Ming-Qing Empires</i>
Credits:	3
Advisory Prerequisites:	Graduate standing; Upperclass standing with permission of instructor.
Cross-Listed Classes	CHIN 668 - Early Chin Hist, Section 001
Primary Instructor:	Chang, Chun-Shu

This is a proseminar in premodern Chinese history before 1800. The main focus of the course is on the examination of the development of the field, the current state of research, and the various methodological approaches in the studies of premodern Chinese history.

Honors Program

HONORS 135	Ideas in Honors
Section 004	<i>Nationalist Archaeology Uncovered</i>
Credits:	1
Advisory Prerequisites:	First-year standing in the Honors Program.
Primary Instructor:	Dedrick, Maia Christina

How has the art and science of archaeology been controlled by the state for nationalistic means? How has this exploitation differed between dictatorships, democracies, and developing nations? How do real-life instances compare to nationalist archaeology as portrayed in popular entertainment films such as *Indiana Jones and National Treasure*? Over this seven-week course we will examine case studies in which nationalist meanings were enhanced through appropriation and misrepresentation of archaeological findings. Cases will focus on these relationships as found in Nazi Germany, post-war Japan, post-USSR Russia, modern Greece, the Middle East, and developing countries in Central America. Requirements consist of weekly readings, class participation, and the facilitation of one discussion. Optional film viewings will also be offered. Readings may include: Abu El-Haj, N. 1998. Translating truths: nationalism, the practice of archaeology, and the remaking of past and present in contemporary Jerusalem. *American Ethnologist* 25: 166-188. Alexandri, A. 2002. Names and emblems: Greek archaeology, regional identities, and national narratives at the turn of the 20th

century. *Antiquity* 76: 191-199. Baram, U. and Y. Rowan. 2004. Archaeology after nationalism: globalization and the consumption of the past. In *Marketing heritage: archaeology and the consumption of the past*, ed. Yorke, pp. 3-21. Lanham, MD: Rowman Altamira Press. Chernykh, E.N. 1995. Postscript: Russian archaeology after the collapse of the USSR – infrastructural crisis and the resurgence of old and new nationalisms. In *Nationalism, politics, and the practice of archaeology*, eds. Kohl and Fawcett, pp. 139-148. New York: Cambridge University Press. Chincilla Mazariegos, O. Archaeology and nationalism in Guatemala at the time of independence. *Antiquity* 72: 376-387. Fawcett, C. 1995. Nationalism and postwar Japanese archaeology. In *Nationalism, politics, and the practice of archaeology*, eds. Kohl and Fawcett, pp. 232-246. New York: Cambridge University Press. Maischberger, M. 2002. German archaeology during the Third Reich, 1933-45: a case study based on archival evidence. *Antiquity* 76:209-218.

HONORS 250	Honors Social Sciences Seminar
Section 003	<i>Transforming America: Immigrants Then and Now</i>
Credits:	3
Meet Together Classes	SOC 105 - First Yr Sem, Section 002
Primary Instructor:	Pedraza, Silvia

That America is a nation of immigrants is one of the most common yet truest statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Blacks, Puerto Ricans, Mexicans, Cubans, Koreans, and Japanese. 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 Eastern 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 two World Wars; and 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 will be 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 class consist of two written, in-class exams (one essay and some short answers) plus a book review (about 8 pages long) of a social science book on an immigrant/ethnic/racial group of the student's choice.

Middle Eastern and North African Studies

MENAS 289	From Genghis Khan to the Taliban: Modern Central Asia
Section 001	
Credits:	4
Cross-Listed Classes	AAPTIS 289 - G Khan to Taliban, Section 001 ASIAN 289 - G Khan to Taliban, Section 001 HISTORY 289 - G Khan to Taliban, Section 001 REES 289 - G Khan to Taliban, Section 001
Primary Instructor:	Northrop, Douglas Taylor

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and Southeast Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?

- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars. Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

Philosophy

PHIL 230

Introduction to Buddhism

Cross-Listed Classes:

[ASIAN 230 - Intro to Buddhism, Section 001](#)

[RELIGION 230 - Intro to Buddhism, Section 001](#)

IS THE DALAI LAMA A BUDDHIST POPE? WHY DO SOME BUDDHISTS EAT MEAT? HOW DID “ZEN” BECOME A MARKETING TOOL? In this course, we will use diverse methodologies including those of history, philosophy, religious studies, anthropology, and art history to survey ideas and practices in the Buddhist tradition during its development of some two thousand five hundred years. We will devote most of the course to exploring the origins and development of Buddhism in India, the land of its birth, before surveying the vicissitudes of Buddhism elsewhere, with stops planned in China, Sri Lanka, the Tibetan cultural sphere, and North America. Throughout the semester, we will constantly test and retest our criteria for defining “religion,” and our ideas of how people can have fruitful encounters with the religious traditions of others. Themes emphasized in this presentation of Buddhism include: (1) the visual arts and other forms of material culture in Buddhism; (2) Buddhism, authority and violence; and (3) the acculturation of Buddhism to new cultural configurations. NO PREREQUISITES! ALL STUDENTS ARE WELCOME.

Political Science

POLSCI 140 Section 001

Introduction to Comparative Politics

Credits:

4

Advisory Prerequisites: Primarily for first- and second-year students.

Primary Instructor: Inglehart, Ronald F

An introductory survey of the governments and politics of major societies in Europe, Asia, and Latin America. The underlying theme concerns how democracy is evolving in developed countries, and its prospects in Russia, China, Latin America and the Islamic world.

POLSCI 319 **The Politics of Civil Liberties and Civil Rights**
Section 001

Credits: 4
Advisory Prerequisites: POLSCI 111.
Primary Instructor: Brandwein,Pamela

This course examines key Supreme Court decisions in the field of civil rights. We will study the relationship between law and politics, while treating Court cases as a window on America's struggle over race. The first half of the course explores the post-Civil War debate over what it meant to destroy slavery, the passage of the Fourteenth Amendment, legal segregation, and landmark cases of the civil rights era including Brown v. Board of Education. We then turn to Korematsu v. United States, the decision that ratified the internment of Japanese-Americans during World War II, examining it as a link in a chain of events that stretch back to the immigration of Chinese laborers in the nineteenth century. In the context of studying Korematsu, the course turns to a contemporary matter, the legal rights of detainees at Guantanamo Bay. Here, the focus is Hamdan v. Rumsfeld, the Military Commissions Act of 2006, and the continuing struggle over detainee policy. The course concludes with an in-depth examination of the affirmative action cases involving the University of Michigan.

Course themes include: the contested meaning of "equality under law," federalism, theories of race, and notions of American identity.

POLSCI 339 **China's Evolution Under Communism**
Section 001

Credits: 4
Advisory Prerequisites: Upperclass standing
Cross-Listed Classes ASIAN 428 - Evol Communism, Section 001
SOC 426 - Evol Communism, Section 001
Primary Instructor: Gallagher,Mary E

An analysis of China's remarkable evolution to develop an understanding of the present system's capacity to deal with the major challenges that confront it in the political, economic, social, environmental, and security arenas.

POLSCI 346 **Comparative Studies in Religion and Politics**
Section 001

Credits: 3
Cross-Listed Classes RELIGION 346 - Relig&Politics, Section 001
Primary Instructor: Levine,Daniel H;

Comparative analysis of patterns of change in religion, in politics, and in the relations between them. Particular emphasis to the experience of the United States and to selected third world cases, including Latin America, Islamic countries, Africa and Asia.

POLSCI 501 **Social Scientific Studies of Historical and Contemporary China**
Section 001

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

Cross-Listed Classes ANTHRCUL 501 - China Social Science, Section 001
ASIAN 501 - China Social Science, Section 001
CCS 501 - China Social Science, Section 001
HISTORY 549 - China Social Science, Section 001
SOC 527 - China Social Science, Section 001

Primary Instructor: Lee, James
Instructor: Mueggler, Erik A

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

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

POLSCI 682 Democratization in Global Perspectives

Section 001

Credits: 3
Advisory Prerequisites: Graduate standing.
Repeatability: May not be repeated for credit.
Primary Instructor: [Inglehart, Ronald F; homepage](#)

This seminar will examine theories and recent findings on democratization, starting with its background in Western advanced industrial societies and then examining its prospects in Eastern Europe, the former Soviet Union, China, Latin America and Africa. We will seek to answer three questions: "What are the essential characteristics of democracy?" "What conditions are conducive to the emergence and survival of democracy?" and "What good is it?"

Psychology

PSYCH 808 Special Seminar

Section 003 *Interdisciplinary and Cross-Cultural Approaches to Trauma: Asians and Pacific Islanders*

Credits: 3
Advisory Prerequisites: Graduate standing; upperclass standing with permission of instructor.
Cross-Listed Classes: AMCULT 699 - Period in American Culture: Literary, Section 003
[ENGLISH 627 - Critical Theories, Section 003](#)
Primary Instructor: [Najita, Susan Y; homepage](#)
Instructor: [Nagata, Donna Kiyo](#)

This course takes an interdisciplinary approach to the study of trauma by examining how the disciplines of clinical psychology and literary study attempt to understand and account for the effects of violence, war,

social upheaval, and natural disasters in the modern world. The instructors for this course have studied the topic of trauma in their disciplinary fields as it appears in the lives of Asians and Pacific Islanders as well as in artistic and literary productions. The disciplines of psychology and literary study have developed different approaches and methodologies as they consider the problem of trauma. For example, clinical psychology research focuses primarily on the correlates and effects of trauma, the clinical phenomenon of posttraumatic stress disorder, the gathering case studies, interviews, and questionnaires, and issues related to diagnosis and treatment of recommendations. Post-trauma memory may be viewed as an artifact that can bias or limit one's BLAR research efforts. In contrast, literary study, while also focusing on the manifestations/effects of trauma, is more concerned with the nature of trauma itself and the problems it poses for representation and analysis of literary and historical texts. Questions of literary concern include: How does the fact of trauma affect the shape of literary and historical narrative? How does it require different modes of reading and interpretation? Post-trauma memory, in this context, is not viewed as a "nuisance" in research, but rather serves to focus legitimate analysis.

Our aim is to initiate thoughtful dialogue about these important differences: How do the methods, goals, and assumptions of literary and psychological inquiry differentially shape and contribute to our understanding of trauma—and specifically the experiences of Asians and Pacific Islanders? To what extent can knowledge generated from these two distinct fields inform one another? To what extent do the unique dynamics of Asian and Pacific Islander identities complicate the standard methods of academic work on trauma within these disciplines? How does each discipline address the historical context of experienced trauma, and to what degree are political, global factors addressed in their approaches? Specific topics of inquiry include immigrant and refugee experiences of trauma, trauma due to natural disasters and human rights violations, experiences of colonization and racialization, World War II internment of Japanese Americans, forced sexual slavery under Japanese military occupation of Korea, intergenerational transmission of trauma, and approaches to healing and intervention. Evaluation will be based upon papers, class participation, and class presentation.

Religion

RELIGION 230 Introduction to Buddhism
 Cross-Listed Classes: [ASIAN 230 - Intro to Buddhism, Section 001](#)
 [PHIL 230 - Intro to Buddhism, Section 001](#)

IS THE DALAI LAMA A BUDDHIST POPE? WHY DO SOME BUDDHISTS EAT MEAT? HOW DID "ZEN" BECOME A MARKETING TOOL? In this course, we will use diverse methodologies including those of history, philosophy, religious studies, anthropology, and art history to survey ideas and practices in the Buddhist tradition during its development of some two thousand five hundred years. We will devote most of the course to exploring the origins and development of Buddhism in India, the land of its birth, before surveying the vicissitudes of Buddhism elsewhere, with stops planned in China, Sri Lanka, the Tibetan cultural sphere, and North America. Throughout the semester, we will constantly test and retest our criteria for defining "religion," and our ideas of how people can have fruitful encounters with the religious traditions of others. Themes emphasized in this presentation of Buddhism include: (1) the visual arts and other forms of material culture in Buddhism; (2) Buddhism, authority and violence; and (3) the acculturation of Buddhism to new cultural configurations. NO PREREQUISITES! ALL STUDENTS ARE WELCOME.

RELIGION 346 Comparative Studies in Religion and Politics
Section 001
 Credits: 3
 Cross-Listed Classes POLSCI 346 - Relig&Politics, Section 001
 Primary Instructor: Levine, Daniel H

Comparative analysis of patterns of change in religion, in politics, and in the relations between them. Particular emphasis to the experience of the United States and to selected third world cases, including Latin America, Islamic countries, Africa and Asia.

Residential College Languages

RCLANG 196 Intensive Japanese I

Section 001

Credits:	10
Credit Exclusions:	No credit granted to those who have completed or are enrolled in ASIANLAN 125, 126, or 127.
Cross-Listed Classes	ASIANLAN 129 - Intensive Japanese I, Section 001
Primary Instructor:	Sato, Tetsuya

This course is designed for you to learn Novice (beginning)-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-semester amount of materials in one semester. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language as much as possible while minimizing the use of English. Through extensive communication practice in classroom activities, we will work on developing all four skills (listening, speaking, reading, and writing, using hiragana, katakana and 177 kanji) along with cultural understanding. You will learn to acquire a sentence-level command in limited topics around everyday life for college students. Most course-related activities are collaborative in nature. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (No prior knowledge in Japanese is assumed; if you have studied Japanese before, the instructor's permission is required).

Russian and East European Studies

REES 289 From Genghis Khan to the Taliban: Modern Central Asia

Section 001

Credits:	4
Cross-Listed Classes	AAPTIS 289 - G Khan to Taliban, Section 001 ASIAN 289 - G Khan to Taliban, Section 001 HISTORY 289 - G Khan to Taliban, Section 001 MENAS 289 - G Khan to Taliban, Section 001
Primary Instructor:	Northrop, Douglas Taylor

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and Southeast Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years:

especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars. Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

Screen Arts and Cultures

SAC 485 **The Global Screen**
Section 001
Credits: 3
Enforced Prerequisites: Junior or Above
Advisory Prerequisites: Junior standing; FILMVID/SAC 230 or 236.
Primary Instructor: Dass,Manishita

Is there such a thing as "world cinema"? Which films/cinemas get labeled as "world cinema" and what governs entry into the sphere of world cinema? How has the connotation of the term changed over time and in response to what kinds of pressures? What is the relationship between world cinema and national/regional film cultures? What is national about national cinemas? How do we grasp the connections between local cinematic formations and transnational cultural flows? This course provides a critical context for the study of world cinema and introduces students to theoretical debates about the categorization and global circulation of films, film aesthetics, cross-cultural reception, and authorship through case studies drawn from East Asian, Indian, Iranian, Latin American, and European cinemas. Is there such a thing as "world cinema"? What is the relationship between world cinema and national/regional film cultures? What is national about national cinemas? This course provides a critical context for the study of world cinema and introduces students to theoretical debates about the categorization and global circulation of films, film aesthetics, and authorship through case studies drawn from East Asian, Indian, Iranian, Latin American, and recent European cinemas.

Sociology

SOC 105 **First Year Seminar**
Section 002 ***Transforming America: Immigrants Then and Now***
Credits: 3
Meet Together Classes HONORS 250 - Honors Social Sciences Seminar, Section 003
Primary Instructor: Pedraza,Silvia

That America is a nation of immigrants is one of the most common yet truest statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Blacks, Puerto Ricans, Mexicans, Cubans, Koreans, and Japanese. 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 Eastern

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 two World Wars; and 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 will be 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 class consist of two written, in-class exams (one essay and some short answers) plus a book review (about 8 pages long) of a social science book on an immigrant/ethnic/racial group of the student's choice.

SOC 304 American Immigration

Section 001

Credits: 4
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 place, 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; and 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. The written requirements for this class consist of two written, in-class exams (one essay and some short answers) plus a research paper (about 20 pages long) on the immigrant/ethnic/racial history of the student's family that links interviews with family members with some library research.

SOC 426 China's Evolution Under Communism

Section 001

Credits: 4
Advisory Prerequisites: Upperclass standing
Cross-Listed Classes: ASIAN 428 - Evol Communism, Section 001
POLSCI 339 - Evol Communism, Section 001
Primary Instructor: Gallagher, Mary E

An analysis of China's remarkable evolution to develop an understanding of the present system's capacity to deal with the major challenges that confront it in the political, economic, social, environmental, and security arenas.

SOC 527 Social Scientific Studies of Historical and Contemporary China

Section 001

Credits: 3
Consent: With permission of department.
Advisory Prerequisites: Permission of instructor.
Cross-Listed Classes: ANTHRCUL 501 - China Social Science, Section 001

ASIAN 501 - China Social Science, Section 001
CCS 501 - China Social Science, Section 001
HISTORY 549 - China Social Science, Section 001
POLSCI 501 - China Social Science, Section 001

Primary Instructor: Lee, James
Instructor: Mueggler, Erik A

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

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

University Courses

UC 201 **U.S. Aviation History & Its Development into Air Power**
Section 001
Credits: 1
Advisory Prerequisites: AERO 102/Permission of instructor.
Cross-Listed Classes: AERO 201 - US Aviat Hist-Dev I, Section 001
Primary Instructor: Willard, Billy J

This course traces the development of aviation from the 18th century — a time of balloons and dirigibles — to the present, and examines how technology has affected the growth and development of air power. In addition, this course traces the use and development of air power through World War I and World War II, the Korean and Vietnamese conflicts, employment in relief missions and civic action programs in the late 1960s, and employment in military actions concluding with Desert Shield/Desert Storm.

Ross School of Business: Finance

FINANCE 612 **Principles of International Finance**
Section 001
Credits: 1.5 hours
Advisory Prerequisites: FINANCE 503 or 513 or 551 or 591

Principles of International Finance --- The purpose of this course is to provide the analytical framework required for understanding how changes in international financial conditions influence decisions faced by modern business leaders. The focus will be on interactions between cross border trade and capital flows, inflation, interest rates, exchange rates, monetary and fiscal policy, and economic growth. Exchange rate regimes, debt and currency crisis, and international financial institutions will also be explored. The course is

tailored to students seeking careers in international banking and investment or with finance and strategy departments of corporations operating in world markets.

FINANCE 614 Managing International Portfolios
Section 001

Credits: 1.5 hours
Advisory Prerequisites: FINANCE 612

Managing International Portfolios --- This course examines international financial markets, and the opportunities they present for achieving risk management and asset allocation objectives. The principle focus will be on assets traded in liquid markets: currencies, equities, bonds, swaps, and other derivatives. Analytical tools for risk and return measurement, portfolio management, hedging, and implementing dynamic investment strategies in an international context will be examined. The course is tailored to students seeking careers in international banking and investment or with finance department of corporations operating in world markets.

Ross School of Business: Strategy

STRATEGY 310 The World Economy

Credits: 3
Advisory Prerequisites: JR.STD.

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

STRATEGY 503 The World Economy

Credits: 1.5 hours

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

STRATEGY 584 Business in Asia
Section 001

Credits: 3
Other Course Info: (non-LS&A)
Repeatability: May not be repeated for credit.
Primary Instructor: [Lim, Linda Y C](#)

This 14-week course deals with business in 12 Asian economies - Japan; the East Asian newly- industrialized economies (NIEs) of South Korea, Taiwan and Hong Kong; the Southeast Asian (ASEAN) countries of Singapore, Malaysia, Thailand, Philippines, Indonesia and Vietnam; and the large emerging economies of China and India. Together, these economies include nearly half of the world's population and (excluding Japan) over half of the population in emerging market.

Course material is organized into four broad categories: (1) Regional and national business environments, (2) Business enterprises and strategies, (3) Industry cases and trends, (4) Management and social issue / disputes / problems.

STRATEGY 623 Global Strategy

Section 001

Credits: 2.25 hours

Advisory Prerequisites: 1ST YR CORE

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