

## **AMERICAN CULTURE**

**AMCULT 103** - First Year Seminar in American Studies

**Section 002:** Asian American Women's Writing

**Credits:** 3

**Primary Instructor:** See, Maria (ssee@umich.edu)

This course is an introduction to Asian American women's writing that emphasizes the critical analysis of a variety of fictive and non-fictive literature and that helps students build their interpretive skills and improve their arguments and expository writing. Topics we may explore include:

- stereotypes and Orientalism;
- the relation between memory, story, and history;
- the uses of autobiography;
- women of color literature and theory;
- femininity, culture, and the family;
- sex and desire;
- violence within and without the home;
- mixed heritage;
- homophobia; and
- im/migrant experiences.

**Course requirements:** an oral presentation, two essays, several short responses, and a final exam.

**AMCULT 214** - Introduction to Asian/Pacific American Studies

**Section 001**

**Credits:** 3

**Primary Instructor:** Akutsu, Phillip D (akutsu@umich.edu)

This course examines the long history and diverse experiences of Asian Americans in the United States. Starting with their immigration in mass numbers in the mid-1800s, Asian Americans have made major contributions to U.S. history, culture, and society. Despite this fact, Asian Americans are still viewed as "foreigners" in the U.S. This course will review the Asian American experience from the mid-19th century to the present and analyze course topics such as anti-Asian immigration and legislation, the "model minority" stereotype and achievement, community activism and political movements, ethnic identity formation and acculturation, pan-ethnic, interracial and multiracial communities and relations, popular culture and mass media representation, and emotional health, help-seeking, and service delivery.

**AMCULT 314** - History of Asian Americans in the U.S.

**Section 001**

**Credits:** 4

**Primary Instructor:** Kurashige, Scott T (kurashig@umich.edu)

The history of Asians in America dates back over 400 years. How much have you had a chance to learn?

- What did Chinese immigrants in the 1800s do besides build the railroads?
- What was it like to be an Asian woman in the early 1900s?
- Who were the earliest Asians to come to Michigan and what did they do?
- How did the stereotypes of Asians as "coolies," "dragon ladies," and "gooks" arise?

- Why did the “model minority” image of Asian Americans begin?
- How does the experience of Asian Americans relate to other ethnic groups and communities of color?
- How did new immigration and refugee laws of the 1960s and 1970s lead to the exponential growth of Hmong, Indian, and Vietnamese communities in America?
- Why did the U.S. Government...
  - deny Asian immigrants the right to become U.S. citizens?
  - use military force to take control of the Philippines as a U.S. colony?
  - place Japanese Americans in concentration camps during World War II?
  - cover up a massacre of Korean civilians by U.S. troops for 50 years?

These are some of the questions we will explore in “History of Asian Americans.”

Readings will include first-hand accounts of life in America from the perspective of Asian American pioneers. Films and videos will complement readings. Course assignments provide an opportunity for students to examine the relationship between their family history and the experience of Asian Americans in U.S. history. Lectures and other course materials will critically analyze popular (mis)conceptions of Asians in America while also investigating historical issues rarely addressed by the mainstream media and K-12 education.

3 hours lecture and 1 hour discussion. No prerequisites.

**AMCULT 324 - Asian American Literature  
Section 001**

**Credits: 3**

**Primary Instructor:** See, Maria (ssee@umich.edu)

What does it mean to read and interpret Asian American literature? This course is an introduction to Asian American texts that represent a range of genres: autobiography, poetry, drama, short story, novel, cultural history, stand-up comedy, and cultural criticism. An understanding of their sociohistorical context and political significance is crucial, so occasionally we will pair literary texts with historical and legal texts. Yet the latter also will be treated as “literary” material that relies on the power of rhetoric and figurative language. Generally, we will emphasize the constructed and crafted nature of the texts at hand, a challenging task for all students of literature but perhaps especially when it comes to analyzing literature by U.S. writers of color. Course requirements: several short responses; an essay topic proposal; two essays; and an exam.

This course satisfies the American Literature and New Traditions requirement for English concentrators.

**Cultural Anthropology**

**ANTHR202 – Ethnic Diversity in Japan  
Section 001**

**Credits: 4**

**Primary Instructor:** Robertson, Jennifer E. (jennyrob@umich.edu)

This course begins with an overview of popular and anthropological ideas and theories about human diversity. Japanese ideas of “race” and “ethnicity” are analyzed comparatively. We then explore the history and cultures of Japanese ethnic groups and minorities. Among the groups we will focus on are the (“aboriginal”) Ainu, resident Koreans, migrant workers (of Japanese ancestry) from South America, so-called “international marriages” and children of mixed parentage, Burakumin (“outcastes”), “sexual

minorities" (*i.e.*, gays, lesbians, bisexuals), and others. Anthropological readings are augmented by novels and short stories, comics, videos, and films.

## **ASIAN STUDIES**

### **ASIAN 204 - East Asia: Early Transformations Section 001**

**Credits: 4**

**Primary Instructor:** Tonomura, Hitomi (tomitono@umich.edu)

This course introduces the histories, cultures, and societies of East Asia, including China, Japan, and Korea from the archaeological phases through early modern times, ca 1700. It provides an overview of the transformations in the region's society, politics, economy, and culture by emphasizing international exchanges of knowledge and technology, confucian style governments, gender relations, popular religions, peasant rebellions, technological.

### **ASIAN 230 - Introduction to Buddhism Section 001**

**Credits: 4**

**Primary Instructor:** Gomez, Luis Oscar (lgomez@umich.edu)

Introductory lectures and readings on the history and literature of Buddhism in India and Tibet, followed by a discussion of the basic problems of Buddhist religion and philosophy in the light of selected Buddhist texts in translation.

### **ASIAN 235 - Introduction to the Study of Asian Cultures Section 001**

**Credits: 4**

**Primary Instructor:** Zwicker, Jonathan E (jzwicker@umich.edu)

**Instructor:** Merrill, Christi Ann (merrillc@umich.edu)

This course introduces students to a variety of cultural texts (literature, art and film) from East, South and Southeast Asia and looks at the ways these forms have traveled within Asia and beyond. While not an exhaustive survey, students will be introduced to the diversity of cultures in Asia through close readings of important classical and modern texts, through the consideration of "keywords" — what do we mean when we speak of "Asia" and "Culture"? — and by considering a range of art objects, maps and artifacts drawn from the University's own collections.

All readings will be in English and no prior knowledge of any Asian language or culture is necessary.

### **ASIAN 250 - Undergraduate Seminar in Buddhist Studies Section 001: Women in Buddhism**

**Credits: 3**

**Primary Instructor:** Pranke, Patrick Arthur (ppranke@umich.edu)

This course examines women in the life, history, and mythology of Buddhism from its inception in South Asia through its elaborations in Central, East and Southeast Asia. We will approach the subject from several perspectives, including the historical, traditionalist, and feminist. We begin with a study of Buddhist nuns, laywomen and saints in the early tradition, after which we explore the emergence of Buddhist goddesses in the Mahayana. We conclude with notable Buddhist women of modern Asia and their roles as religious teachers, politicians and social activists.

**ASIAN 251 - Undergraduate Seminar in Chinese Culture**  
**Section 001: The Modern Girl of China**

**Credits: 3**

**Primary Instructor:** Luo, Liang (liangluo@umich.edu)

This course examines the emergence of the Modern Girl, a figure who appeared around the world in cities from Tokyo to Berlin, Beijing to Bombay, and Shanghai to New York City in the early to mid twentieth century. As an embodiment of border-crossing, trans-cultural interaction, and interdisciplinary representation, the Modern Girl figure requires us to approach her with open minds and makes transnational and interdisciplinary approach indispensable for this course. Through an interdisciplinary investigation of the literary, performing arts, visual arts, and cinematic representations of the Modern Girl in China throughout the twentieth century, this course will guide students in thinking about issues of social reality, cultural representation, and political implications of the Modern Girl phenomenon in East Asia.

**ASIAN 252 - Undergraduate Seminar in Japanese Culture**  
**Section 001: Tokyo and the Crowd**

**Credits: 3**

**Primary Instructor:** Fukuoka, Maki (mfukuoka@umich.edu)

Everyday, four million people pass through Tokyo's Shinjuku station, the busiest train station in the world. This is 40 times more than the entire population of Ann Arbor. Responding to such staggering statistics, this course explores representations of the crowd in Tokyo in the nineteenth and twentieth centuries. We will consider how the crowd is evoked in visual culture by looking at popular magazines, woodblock prints, and postcards. We will also consider a number of literary, cinematic, and artistic works with particular attention paid to themes of disaster, sacred pilgrimage, political activism and entertainment. Ultimately, students will gain from this seminar an introduction to the history of Tokyo itself, with its peculiar intersection of topography and ideology, as well as a greater appreciation of the extent of the city's urban planning and the breadth of its representation.

**ASIAN 263 – Introduction to Chinese Philosophy**  
**Section 001**

**Credits: 3**

**Primary Instructor:** Elstein, David (swing@umich.edu)

This course will concentrate on the ethical and political views of the seven main thinkers of the "classical" period of Chinese philosophy (approx. 550-200 BCE): Kongzi (Confucius), Mozi, Mengzi (Mencius), Laozi, Zhuangzi, Xunzi, and Han Feizi. The central questions occupying these thinkers were how to become a good person and how to bring about social order. Over time, these thinkers developed a complex and rich debate about ethics, human nature, moral psychology, and self-cultivation. The different positions established by these philosophers greatly influenced later Chinese history, including the

development of Buddhism, and they influenced philosophical discourse in Japan, Korea, and Vietnam as well. Thus, understanding these early debates is an important stepping-stone for understanding East Asian thought generally. Readings will consist mainly of primary texts in translation, with some secondary literature.

### **ASIAN 300 - Love and Death in Japanese Culture Section 001**

**Credits: 4**

**Primary Instructor:** Ramirez-Christensen, E (qmz@umich.edu)

Using the central existential questions of love, death, and beauty as thematic foci, this course examines the premodern history of the human being in Japan with the aim of exploring a different past and an other site for the study of the humanities than the one in which technology and profit maximization have now led to the virtual demise of the human as a viable measure of civil life. In the course of reading literature, both canonical and popular, which portray the thematics of love and death, we will analyze key concepts in Japanese cultural history that address issues of good and evil, truth, and "the beautiful." Attention will be paid to questions of interpretation that arise in reading the works of a culture different from the West in its philosophies and religions; in the non-logocentrism of its linguistic usages and artistic expressions; its emphasis on form and ritual as a crucial component of the moral human being. We will also note the existence of various separate cultures — courtly, merchant, craftsman, samurai and priest, actor and geisha, each with its own hierarchy and code of ethics and aesthetics. Class materials will include, apart from the literary works, secondary sources from criticism, history, philosophy and religion, sociology, as well as visual media like painting and film.

### **ASIAN 361 - The Pursuit of Happiness in the Chinese Tradition Section 001**

**Credits: 3**

**Primary Instructor:** Rolston, David Lee (drolston@umich.edu)

The thematic focus of this course is what the philosopher-psychologist William James observed a century ago:

"How to gain, how to keep, how to recover happiness is in fact for most men at all times the secret motive of all they do, and of all they are willing to endure."

Although the idea of the "pursuit of happiness" has a privileged place in American thinking, reflections on the happiness question can readily be found in many other cultures through the ages as well. In this course, we will study texts from Chinese civilization as their creative and thinking authors pondered this age-old question and the meaning of life. We will discuss such issues as the generally life-affirming world views of the Chinese; the debates on how to construct a perfect society; what constitutes a good life; the fulfillments of spiritual cultivation, love and marriage, having a family and friends, work and play, and public service and/or private artistic and scholarly pursuit; and attitudes towards fate, suffering, evil, war, and death. Texts selected will be works of literature in the broad sense of the word, including philosophical, historical, and religious texts as well as belles-lettres. The course covers mainly the period from early times to the 12th century, but several works from later eras will also be included. Sample readings are: texts in Confucianism, Taoism, Legalism, and Buddhism; the historical account of the First Emperor of Qin who created the Chinese empire in 221 BCE; the works of China's greatest recluse-poet Tao Qian (365 - 427); the song lyrics of the woman poet Li Qingzhao (1084 - ca. 1151); *The Plum in the Golden Vase*, an anonymous 16th-century novel that passionately depicts the dying of the Ming dynasty (1368-1644) through the main characters' relentless indulgence in the four vices of "wine, lust, greed, and anger"; and *Six Chapters of a Floating Life* by Shen Fu (1763 - after 1809), a true story about an ordinary artistic couple who were ostensibly failures in life, but happy in their failures.

The requirements of the course include a few brief reaction papers, three short papers (four or five pages each), and a final examination. A distinctive feature of the course is the inclusion, along with printed texts, of material from visual culture such as film, painting, and illustration.

**ASIAN 362 - Writer and Society in Modern China  
Section 001**

**Credits: 4**

**Primary Instructor:** Luo, Liang (liangluo@umich.edu)

The rise of China has impacted contemporary world politics and economy in significant ways. How did it happen? What can we learn from it? This course introduces a special angle of interpretation suggested by Chinese writers and intellectuals themselves. We will read a selection of influential works (all in English translation) by Chinese writers from the early twentieth century to the present, focusing on the interplay of literature, history, and politics. Topics of discussion include cultural identity, affective energies, gender and social bonding, nationalism and internationalism, as well as the role of storytelling in the making of the self and others. Our goal is to develop critical reading skills and to gain a deep knowledge of modern Chinese society and its outlook on the world.

**ASIAN 380 – Topics in Asian Studies  
Section 001: Anime to Zen- Japanese Art Through Modern Pop Culture**

**Credits: 3**

**Primary Instructor:** Carr, Kevin Gray (kgcarr@umich.edu)

This course examines manifestations of contemporary Japanese popular culture in order to discover fundamental themes common to art of all periods in the country. The class is not a chronological survey of modern art, nor is it meant to be comprehensive; rather it engages a carefully selected group of objects and issues from the visual culture of Japan in all their complexity. A wide variety of films, photography, paintings, comics, music, games, and new media will serve as lenses to focus discussions of ideas about storytelling, stardom, sex, the body, consumption, war, and identity. Students will be challenged to view modern manifestations of Japanese visual culture in a contextual and historical light, thus revealing both their depth and the deficits. All are welcome to attend.

**ASIAN 380 – Topics in Asian Studies  
Section 002: Nature, Cosmos, and the Environment in Traditional China**

**Credits: 3**

**Primary Instructor:** Elstein, David (swing@umich.edu)

This course is an exploration of some of the ways people in traditional China conceptualized and interacted with nature. We will pursue this through a variety of topics, including philosophical and religious writings, poetry, Chinese gardens, art, travel, writing, fengshui, and cosmology. We will consider such questions as how the Chinese defined nature and what they saw as humanity's proper relationship with it. Though the emphasis is traditional China, there will be some consideration of China in modern environmental thinking. The course will examine the assumption that Chinese culture is fundamentally different from Western culture in having a more holistic view of the environment and humanity. No knowledge of Chinese is necessary.

**ASIAN 380 – Topics in Asian Studies**  
**Section 003: Saviors, Saints and Sorcerers in Buddhist Traditions**

**Credits: 3**

**Primary Instructor:** Pranke, Patrick Arthur (ppranke@umich.edu)

Over the centuries Buddhism developed a rich tradition of sacred biography depicting a panoply of buddhas, future buddhas, wonder workers, heroes and anti-heroes. In this course we will explore a variety of archetypes of Buddhist holiness, both human and divine, through legendary accounts and biographies from ancient times up to the modern period. We will include Buddhist materials from South and Southeast Asia, Tibet, East Asia and America.

**ASIAN 381 – Junior/Senior Colloquium for Concentrators**  
**Section 001**

**Credits: 3**

**Primary Instructor:** Em, Henry H (henryem@umich.edu)

The aim of this undergraduate seminar is to introduce students to questions and topics that are "fundamental" to the study of histories and cultures in Asia. Through a critical examination of theoretical works, paired with monographs that focus on South, Southeast, and East Asia, students will be introduced to effective ways of utilizing social theory in the study of histories and cultures across national boundaries in Asia.

**ASIAN 428 - China's Evolution Under Communism**  
**Section 001**

**Credits: 4**

**Primary Instructor:** Lieberthal, Kenneth G (kliebert@umich.edu)

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 Images/Sacred Place in Japanese Art**  
**Section 001**

**Credits: 3**

**Primary Instructor:** Carr, Kevin Gray (kgcarr@umich.edu)

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: Architecture and Visual Cultures of Modern and Contemporary Japan**

**Credits: 3**

**Primary Instructor:** Takenaka, Akiko (takenaka@umich.edu)

This course is a study of architecture and related visual cultures of modern and contemporary Japan. We will cover approximately one and a half centuries from the latter half of the 19th century to the present. While Japanese architecture has enjoyed much international recognition in the 1980s and 90s, little attention has been paid to its process of development. We will start at the very beginning: the importation of the very discipline of architecture from Europe in the mid-19th century. We will cover a variety of themes that contributed to the development of architecture and visual culture in modern and contemporary Japan. They will include: the attempts by Japanese architects and designers to negotiate the strong influence of contemporary European trends with Japanese designs; various architecture movements; nationalism and the design of state-sponsored projects; reconstruction efforts following natural and human catastrophes; and a number of large-scaled urban planning attempts. Throughout the academic term, we will examine issues familiar to the study of architecture such as expressions of national identity, imperialism, monumentality, modernism, and the influence of technology, in the context of Japanese culture.

## **ASIAN 480 - Topics in Asian Studies**

### **Section 004: Psychological Perspectives on Chinese Language and Thought**

**Credits: 3**

**Primary Instructor:** Tardif, Twila (twila@umich.edu)

This seminar will introduce students to cross-linguistic and cross-cultural comparisons that have been made about Chinese and Chinese people in the Western psychological literature. It will include brief discussions of the structure of Chinese languages and cultures and how they differ from English and other European languages and cultures. It will then proceed to examine hypotheses about the psychological implications and effects of these cross-linguistic and cross-cultural comparisons. Topics will include spoken language acquisition, literacy and learning to read and write, how language use shapes everyday perceptions, the concept of "learning," and the ways in which emotions are discussed and interpreted in everyday life. Students are expected to participate actively in the seminar and have some background in at least one of Chinese language, Chinese cultural studies, linguistics, philosophy of mind, or contemporary psychological methods and research. Weekly discussions of the readings and issues, a formal presentation of at least one issue, and a final integrative paper presenting, critiquing, and suggesting new research in one of these areas will be required.

## **ASIAN 480 - Topics in Asian Studies**

### **Section 005: History of Photography in Japan**

**Credits: 3**

**Primary Instructor:** TBA

This seminar will investigate various photographic representations made of and in Japan. We will focus on issues such as the encounter with “the other,” the use of photography as mementos of the dead, documentation as practice, and the prescription of aesthetic norms and ideals to photographic images. The course will also incorporate numerous theoretical interpretations of the photographic medium to help us think through its own historical representation. The aim of this course is to familiarize ourselves with several of the dominant approaches to photographic images by exploring issues embedded in such methodologies within the specific cultural and historical framework of nineteenth- and twentieth-century Japan.

**ASIAN 480 - Topics in Asian Studies**  
**Section 006: Korean Diaspora**

**Credits: 3**

**Primary Instructor:** Kim, Gera

In this course we explore the phenomenon of the Korean diaspora. The ethnic Koreans outside of Korea number upwards of seven million, with most of them residing in the United States, China, Japan, and Central Asia. Most Americans have caught glimpses of this Korean diaspora in the unforgettable footage of Korean stores going up in flames in South Central L.A.; in the performances of Korean-American musicians like Kyung-Hwa Chung or Sarah Chang; and the Korean-American comedienne, Margaret Cho. But there is still no intellectual framework for understanding this diaspora. The Korean diaspora is different from other ethnic diasporas – Jewish, Chinese, Armenian, African, etc. – in that it is essentially a modern phenomenon, tracing back to the mid nineteenth century. The ancient commingling of the peoples in East Asia notwithstanding, the Korean diaspora is a byproduct of disruptions caused by capitalism, colonialism, war, as well as the opportunities that opened up, for example, after the mid-1960s revision of the immigration law in the United States. Compressed in time as the Korean diaspora is, in nonetheless girdles the world – to put it differently, Koreans are really everywhere, driving cabs in Havana, singing in La Scala, writing poems in Almaty, herding sheep in Ulan Bator, and making millions in the Silicon Valley. So, how does one study a phenomenon that is as geographically dispersed, as socio-economically diverse, and as culturally and linguistically complex, as the Korean diaspora?

Our purpose in studying the Korean diaspora is two-fold. First, we want to contribute to theory-building in the study of comparative diasporas. We will use the case material of the Korean diasporic population to understand the larger issues that affect immigrants, refugees and diasporic communities everywhere. We will focus on law, economics, inter-ethnic relations, labor relations, and problems of acculturation and assimilation, as they affect the diasporic communities. Second, we focus on the sweep of the Korean diaspora around the world, to provide a larger context in which a regional diaspora (e.g., Korean-Americans, Sino-Koreans, Koryo Saram) may be understood.

This course is being offered as part and parcel of the year long “Citizenship” theme semester, sponsored by the College of Literature, Science, and the Arts.

**ASIAN 480 - Topics in Asian Studies**  
**Section 008: Rebellion and Revolution in China Through Two Centuries**

**Credits: 3**

**Primary Instructor:** Cassel, Par Kristoffer

This course will explore rebellions and revolutions in China, from the White Lotus rebellion in the late eighteenth century through social protests during the last decades of the twentieth century. Although the subject matter will be arranged chronologically, different time periods will be used to highlight different themes in the Chinese “revolutionary tradition.” The course will draw on selected readings from secondary sources, as well as fiction and translated primary sources. Having taken the course, students should be able to identify and explain the significance and relevance of major figures, terms, events and institutions in Chinese political and social history from 1790 to 2000, using supporting evidence from course readings. Students will acquire a nuanced and critical understanding of how the transformation of China in the nineteenth and twentieth centuries has been characterized by both continuity and rupture. No prior knowledge of China or Chinese is required. Grades will be based on class participation, one midterm exam and one final exam.

**ASIAN 532 – Seminar in Chinese Poetry  
Section 001**

**Credits: 3**

**Primary Instructor:** Lin, Shuen-Fu (lsf@umich.edu)

Poetry is one of the imperishable glories of traditional Chinese civilization. This proseminar is designed as an introduction for students who have some background in the classical language and the literature of China to the poetry from the *Shih Ching* or the Book of Songs through the poetry of the Sung Dynasty. The chief purpose of the course is to introduce students to the skills and methods of reading – and enjoying – classical Chinese poetry in the original, and to familiarize them with the range and depth of imagination and the lyrical beauty displayed in poems, the craft of poets, the evolving poetic language, and relevant trends in China’s long cultural history. The course will also serve the purpose of strengthening students’ competence in dealing with classical Chinese of which poetry constitutes a rich and essential component. Reading consists mainly of poetry in the original selected to illustrate the historical development of Chinese poetry.

**ASIAN 538 – Sinological Tools and Methods  
Section 001**

**Credits: 3**

**Primary Instructor:** Baxter, William H. (wbaxter@umich.edu)

Introduction to the techniques and resources of Sinological research with particular emphasis on scholarship in literature, thought, and cultural history. Extensive practice in the use of basic tools for locating and interpreting information.

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

**Credits: 3**

**Primary Instructor:** Em, Henry (henryem@umich.edu)

**Instructor:** Nornes, Mark H (amnornes@umich.edu)

This course is designed to introduce a set of theoretical topics that are relevant to the comparative and critical study of Asia. To that end, we have selected readings from important theoretical texts that can offer different strategies of understanding Asian culture. It is our hope that students will thereby gain a

purchase in critical theory and the best ways of using it in the study of cultures across national and/or disciplinary boundaries.

**ASIAN 554 - Modern Japanese Literature**  
**Section 001: Literary World of Meiji 22 (1889)**

**Credits: 3**

**Primary Instructor:** Zwicker, Jonathan E. (jzwicker@umich.edu)

What would literary history look like flattened out? If it wasn't, in fact, history at all as we understand it but more static, the topography of a field rather than a genealogy through time? This seminar will examine the literary world of Meiji 22 (1889) as a way to ask larger questions about how a literary field is constituted; what the relationship is between high and low aesthetics; between literary and non-literary discourses; between discourses and events. Readings will be drawn from canonical writers (Kitamura Tōkoku, Kōda Rohan, Mori Ōgai) as well as less canonical figures (Aeba Kōson, Ishibashi Ningetsu, Kuroiwa Ruikō), translations (of Alexander Dumas fils, Victor Hugo, Anna Catherine Green), and reprints of earlier bestsellers (by Kyokutei Bakin and Tamenaga Shunsui). We will also dip the broader cultural archive (newspapers, journals, ephemera) and frame our discussion in relation to recent Japanese criticism (Karatani Kōjin, Komori Yōichi, Kōno Kensuke, Suga Hidemi) and theoretical readings (Adorno, Benjamin, Bourdieu, Eco, Feyerabend, Gramsci, Kracauer).

**ASIAN 799- Master's Essay in Japanese Studies**  
**Section 001**

**Credits: 1-6**

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 LANGUAGES**

**ASIANLAN 101 - First Year Chinese I**

**Undergraduate Credits: 5**

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

**Primary Instructor:** Tao, Hilda Hsi-Huei (htao@umich.edu)

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 and Writing Chinese I**

**Undergraduate Credits: 4**

**Primary Instructor:** Gu, Karen (guk@umich.edu)

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

### **ASIANLAN 125 - First Year Japanese I**

**Undergraduate Credits: 5**

**Primary Instructor:** Hanai, Yoshiro

Credit Exclusions: Native or near-native speakers of Japanese are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 127 or 129.

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**

**Undergraduate Credits: 10**

**Primary Instructor:** Sato, Tetsuya (satoot@umich.edu)

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 progress of four skills (speaking, listening, writing, and reading) as well as becoming familiar with aspects of Japanese culture that are necessary for language competency. Recitation session is conducted in Japanese, emphasizing speaking/reading in Japanese contexts at normal speeds. Analyses, explanation, and discussions involving the use of English are specifically reserved for lectures. It is expected that, by the end of the year, 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 145 Kanji context.

## **ASIANLAN 135 - First Year Korean I**

### **Undergraduate Credits: 5**

Credit Exclusions: Native or near-native speakers of Korean are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 137.

**Instructor:** Cho, Haewon (hwcho@umich.edu)

ASIANLAN 135, 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. The class regularly meets five times per 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 homework assignments, weekly quizzes, vocabulary quizzes, oral interviews, chapter tests, and final exam. Those who successfully complete the course will gain sustained control of basic conversation.

## **ASIANLAN 138 – Reading and Writing Korean I**

### **Undergraduate Credits: 5**

**Instructor:** Park, Ok-Sook; Cho, Haewon; Kim, Junghee

This course, the first of the two-term sequence (ASIANLAN 138 and ASIANLAN 238), is for students who were raised in a home where Korean was spoken, who speak or merely understand Korean, and students who have some speaking abilities of daily Korean but who know little of how to read and write in Korean. This course will cover regular ASIANLAN 135 and 136 course materials in one academic term. After completing ASIANLAN 138, students will be able to continue their study of Korean by enrolling in ASIANLAN 238 (Reading & Writing Korean II). While this course focuses on developing their comprehensive competence in listening, speaking, reading, and writing, more emphasis will be given to reading and writing Korean. This class meets five hours per week. Students with previous experience with Korean should contact the instructor for a placement into the course.

## **ASIANLAN 165 - First Year Tibetan I**

### **Undergraduate Credits: 4**

Credit Exclusions: Graduate students should elect BUDDHST 501.

**Primary Instructor:** Sparham, Gareth (gsparham@umich.edu)

In this course students will learn how to speak, read, and write Tibetan. Pronunciation will follow Central Tibetan dialect, but not slavishly. The course is designed to meet the needs of those interested in speaking modern colloquial Tibetan and those interested in future textual studies in classical Tibetan. The Tibetan script will be used during the class. After the introduction to the script and pronunciation, we will go through the lessons of the textbook. Students will be expected to spend considerable time using the CD to familiarize themselves with Tibetan pronunciation and sentence structure.

Grading: Grading is based on weekly homework and quizzes and on class attendance and participation.

Textbook: We will be using Nicolas Tournadre's Manuel de Tibétain Standard in English translation.

## **ASIANLAN 201 - Second Year Chinese I**

**Undergraduate Credits: 5**

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

**Instructor:** Grande, Laura Ann Smith (lsgrande@umich.edu)

Native or near-native speakers of Chinese are not eligible for this course. Students electing ASIANLAN 201 should have mastered the language material in *Integrated Chinese Level 1*. The goals of ASIANLAN 201 are to help students: (a) improve their spoken and aural proficiency; (b) achieve a solid reading level with the roughly 500 new vocabulary entries introduced over ten lessons; and (c) learn to express themselves clearly in writing on a variety of covered topics using learned grammar patterns and vocabulary. These goals are approached through grammar and reading-writing lectures, classroom drills, listening and speaking activities, and written quizzes and tests. An underlying theme of the course is that, insofar as language is a systematic reflection of culture, understanding the link between language and culture can make the language easier — and more fascinating — to learn. The text for the course is *Integrated Chinese Level II* (Cheng & Tsui Co., 1997).

**ASIANLAN 225 - Second Year Japanese I****Undergraduate Credits: 5**

Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 227 or 229.

**Instructor:** Takeuchi, Kan

Further training is given in all four language skills (speaking, reading, listening, and writing) for students who have acquired a basic language proficiency. The aim of the oral component is to provide the student with the speaking and comprehension skills necessary to function effectively in more advanced practical situations in a Japanese-speaking environment. In the reading and writing component, emphasis is on reading elementary texts, developing an expository style, and writing short answers/essays in response to questions about these texts. Approximately 110 of the essential characters are covered. Discussions on the social and cultural use of language are provided through various video tapes. Students are required to attend five hours of class per week: two hours of lecture and three hours of recitation. Recitation sessions emphasize speaking/reading in Japanese at normal speed with near-native pronunciation, accent, and appropriate body language and are conducted entirely in Japanese. Analyses, explanations, and discussions involving the use of English are reserved for lectures. Texts: *Genki Vol.2*. Tokyo: The Japan Times, 2000.

**ASIANLAN 235 - Second Year Korean I****Undergraduate Credits: 5**

Credit Exclusions: No credit granted to those who have completed or are enrolled in ASIANLAN 237.

**Instructor:** Park, Ok-Sook (ospark@umich.edu)

ASIANLAN 235 is the first of the two-term sequence of Second-Year Korean (ASIANLAN 235 and 236). Students will consolidate knowledge of basic grammar and extend the range of grammar and vocabulary acquired in First-Year Korean. Speaking, listening, reading, and writing are equally emphasized in this course in order to develop well-balanced functional proficiency in Korean. Through skits, compositions, homework, simulations of real situations and contexts, students will have ample opportunities to develop communication skills in writing and speaking that are grammatically accurate and socio-linguistically appropriate.

Prerequisite: ASIANLAN 136. Students with previous experience with Korean should contact the instructor for a placement into the course.

## **ASIANLAN 265 - Second Year Tibetan**

**Undergraduate Credits: 4**

**Instructor:** Sparham, Gareth (gsparham@umich.edu)

Students taking ASIANLAN 265 should have taken ASIANLAN 165 and 166 or an equivalent. They should have a basic vocabulary of about 400 words and be able to read and engage in basic conversation. The goal of ASIANLAN 265 is to greatly improve (a) both aural comprehension and speaking ability and (b) reading skill. The course will consist of continual in-class drilling of more complex constructions and set passages for reading and comprehension. These passages will form the basis for in-class discussion and conversation. Students will be graded on regular class attendance, homework assignments, quizzes, and written tests. Textbook: Melvyn C. Goldstein, *Modern Spoken Tibetan* (Available through the instructor.)

## **ASIANLAN 301 - Third Year Chinese I**

**Undergraduate Credits: 5**

**Instructor:** Liu, Wei (weilyao@umich.edu)

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

## **ASIANLAN 304 - Reading and Writing Chinese III**

**Undergraduate Credits: 4**

**Instructor:** Yang, Dongyan (ydongyan@umich.edu)

This course is designed for students of Chinese with native or near-native oral performance. The emphasis of training is in reading and writing although oral activities remain part of the course requirement. The textbook, *China Scene: An Advanced Chinese Multimedia Course*, carries authentic articles reflecting various aspects of life in contemporary China. Students will be exposed to advanced-level language structures, expressive styles, and cultural knowledge relevant to selected topics. It is expected that, assisted by web searches for up-to-date information as well as classroom discussions, students will build their vocabulary and sentence patterns from each lesson, and learn to recognize and use a variety of linguistic registers in both their oral and writing practice. For many of the students who have completed ASIANLAN 104 and 204, a more appropriate course will be ASIANLAN 301.

## **ASIANLAN 305 - Advanced Spoken Chinese I**

**Undergraduate Credits: 2**

**Instructor:** Liu, Wei (weilyao@umich.edu)

This course, designed as a spoken supplement to post-second-year Chinese core courses, is intended to

help non-native-speaking students strengthen their oral/aural competence. Students will have two hours a week to talk, talk, and talk. Class sessions are structured around semi-weekly themes, with one day devoted to theme introduction/discussion, and two days devoted to student presentations and question/answer exchanges. Evaluation is based on oral assignments (recordings submitted online), presentations, and in-class participation. Native or near-native speakers of Mandarin cannot earn credit for this course.

### **ASIANLAN 325 - Third Year Japanese I**

#### **Undergraduate Credits: 5**

Developing reading skills is one of the focus of this course, therefore, complex sentences from reading materials in the textbook, and also a few additional reading materials outside of the textbook, will be introduced and analyzed. In association with the reading materials, you will be also introduced to numerous aspects of Japanese culture, new grammar, new vocabulary and new expressions. The focus is also placed on orally exchanging thoughts and opinions after practicing the use of new and old expressions, vocabulary, and grammatical patterns that are related to each 'Dialogue' and reading. Texts: An Integrated Approach to Intermediate Japanese Tokyo:Japan Times, 1997.

### **ASIANLAN 335 - Third Year Korean I**

#### **Undergraduate Credits: 4**

**Instructor:** Cho, Haewon

This is the first course in the third year. The goals of this course are to help students continue to build the four language skills – reading, listening, speaking, and writing – at the advanced intermediate level. In this course, students:

- review and strengthen their grasp of some basic areas of grammar,
- build their active and passive vocabulary through class activities and readings,
- improve their speaking ability by regular participation in small-group discussions, skits, and presentations in class,
- expand reading and vocabulary skills through Hanja and extra authentic materials,
- improve their writing by regular homework assignments and essays, and
- work with video tapes, DVDs, CDs, and sites on the web appropriate to the cultural themes covered in class.

Prerequisite: ASIANLAN 236. Students with previous experience with Korean should contact the instructor for placement into the course.

### **ASIANLAN 401 - Fourth Year Chinese I**

#### **Undergraduate Credits: 5**

#### **Graduate Credits: 5**

**Instructor:** Chen, Qinghai (chenq@umich.edu)

This course, the first part of the fourth-year Chinese language core course, is intended to help students with three years of Chinese studies to further develop their language ability in modern Chinese. All aspects of the language — listening, speaking, reading, and writing — are emphasized by way of carefully selected texts and meticulously developed exercises in the textbook *Advanced Chinese: Intention, Strategy, and Communication*. Through various forms of language practice, students are expected not only to read original materials with less reliance on a dictionary and at a faster speed, but also to improve their productive skills, oral and written, at the discourse and rhetorical levels. Another

objective of the course is to enhance students' cultural awareness. Classes are conducted in Chinese. Assessment will be based on attendance, participation, homework, tests, and exams. Students of ASIANLAN 401 are encouraged (but not required) to take ASIANLAN 305 Advanced Spoken Chinese I simultaneously. Native-speaking Chinese students interested in improving their comprehensive foundation in the language can also benefit from this course.

Advisory Prerequisites: Native or near-native speakers of Korean are not eligible for this course.

### **ASIANLAN 405 - Chinese for Professions I**

**Undergraduate Credits: 3**

**Graduate Credits: 3**

**Instructor:** Chen, Qinghai (chenq@umich.edu)

The course focuses on language study with regard to China's fast-changing economic situation and business environment. Through intensive practice in listening, speaking, reading and writing in business contexts, students will not only acquire vocabulary, phrases and sentence patterns commonly used in contemporary Chinese business communications, but also become familiar with China's current business practices and trends. Materials cover 25 topics in seven units, namely, open door policy, development of finance, marketing, management, foreign trade, pillar industries, and hot topics. Activities and assignments around these topics are designed to facilitate actual language use in the real business world as well as further studies for this special purpose. Classes are conducted in Chinese. This course is intended to form a series with ASIANLAN 406, Chinese for the Professions II, which is task-based and computer-oriented with an emphasis on "learning by doing," usually offered in the winter academic term.

### **ASIANLAN 409 - Literary Chinese I Section 001**

**Undergraduate Credits: 4**

**Graduate Credits: 4**

**Instructor:** Rolston, David Lee (drolston@umich.edu)

For more than three thousand years, down to the early 20th century, the vast majority of Chinese texts were written in Literary Chinese (wenyan). For a considerable period of history, Literary Chinese also served as the 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 - Fourth Year Japanese I**

**Undergraduate Credits: 4**

**Graduate Credits: 4**

**Instructor:** Kozuka, Misao (misakozu@umich.edu)

The course consists of two two-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 advanced level, a TV drama that includes a natural conversation is used 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 culture. The acquired knowledge should be reflected in students' opinions and impressions described in both speaking and writing.

**ASIANLAN 429 - Business Japanese I**

**Undergraduate Credits: 4**

**Graduate Credits: 4**

**Instructor:** Kondo, Junko (jkondo@umich.edu)

This course focuses on Japanese as used in business contexts, emphasizing appropriate ways of speaking in real-life situations. Materials include video clips, textbooks and many supplemental materials. Students will practice 'KEIGO' and special expressions used in the Japanese business scene and learn Japanese business culture. Students will also read a large number of articles dealing with historical and current topics in Japanese business, and gain skill in reading newspaper, magazine and internet articles. Required projects (all in Japanese) include presenting articles, interviewing a Japanese businessman and reporting on the interview to the class, participating in a simulated job interview, making commercials, writing Japanese-style resumes, and so on. Students will receive one-on-one guidance for some projects, supplementing the class time with individual attention to enable students at all levels to keep up and benefit from the course. In addition, at least one Japanese guest speaker will come to class and provide opportunities for discussions.

**ASIANLAN 435 – Readings in Modern Korean I**

**Undergraduate Credits: 3**

**Primary Instructor:** Ko, Insung

ASIANLAN 435 is the first of the two-term sequence of Fourth-Year Korean. 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 class materials include authentic materials such as newspaper articles, short stories, essays, films, TV dramas, songs, *etc.* The checkpoints for evaluation include quizzes, exams, presentations, homework assignments, essays, and class discussion/participation.

Prerequisite: ASIANLAN 336. Students with previous experience with Korean should contact the instructor for a placement into the course.

**ASIANLAN 465 - First Year Classical Tibetan I**

**Undergraduate Credits: 3**

**Graduate Credits: 3**

**Primary Instructor:** Sparham, Gareth (gsparham@umich.edu)

An introduction to the classical language as it is encountered in translations and original Tibetan literary works. This is a course designed for students with a good comprehension of basic spoken Tibetan. Passages from classical texts from different periods of Tibetan history will be read. Students will be expected to prepare translations from the assigned texts which will be presented in class. Considerable time will be given to the analysis of syntax. Students will be expected to gain mastery of the basic vocabulary, grammar, and syntax necessary to read classical Tibetan. During the course some passages from traditional Tibetan works on grammar and poetics will be assigned for memorization.

### **ASIANLAN 499 – Independent Study: Academic Japanese**

**Undergraduate Credits: 1-3**

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

### **CENTER FOR CHINESE STUDIES**

#### **CCS 502 – China Humanistic Seminar Section 001**

**Graduate Credits: 3**

**Primary Instructor:** Lee, James  
**Instructor:** de Pee, Christian

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

#### **CCS 650 – Independent Study in Chinese Studies Section 001**

**Graduate Credits: 1-3**

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**

**Graduate Credits: 1-3**

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.

### **CENTER FOR JAPANESE STUDIES**

**CJS 450 - Minicourse in Japanese Studies**  
**Section 001: Japanese Politics**

**Credits: 1**

**Primary Instructor:** Kawato, Sadafumi

This course gives undergraduate and graduate students an opportunity to conduct analysis of a nationwide sample survey on Japanese Politics and Society in 2005. Students will read theoretical and empirical literature on the current social/political change from comparative perspectives in the first few classes, and examine opinions, attitudes of Japanese electorate just after the 2005 general election, that gave Prime Minister Junichiro Koizumi a decisive mandate. Students will present oral reports on their analyses, and write mini research papers by the class ends in December. The survey questionnaire covers political participation, attitudes on various issues, opportunity structure for men and women, opinions on gender equal society, voting behavior, and other topics. Students are required to use a statistical analysis package like SPSS.

**ENGLISH**

**ENGLISH 627 – Critical Theories and Cross-Cultural Literature: Interdisciplinary Approaches to Trauma**  
**Section 001**

**Undergraduate Credits: 3**

**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 of case studies, interviews, and questionnaires, and issues related to diagnosis and treatment recommendations. Post-trauma memory may be viewed as an artifact that can bias or limit one's 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.

## **HISTORY**

### **HISTORY 250 - China from the Oracle Bones to the Opium War Section 001**

**Credits: 3**

**Primary Instructor:** Chang, Chun-Shu (cschang@umich.edu)

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 351 - Modern China Section 001**

**Credits: 3**

**Primary Instructor:** Li, Bozhong (bozhongl@umich.edu)

This course offers an introduction to modern Chinese history in the eighteenth, nineteenth and twentieth centuries. Using lectures, readings, visual materials, writing, and discussions, our goal is to understand the dramatic changes that have radically reshaped Chinese society, economy, politics, and culture during this time. This year, we will pay special attention to China's basic institutions formed in the eighteenth century, many crises which appeared in nineteenth century, to the shifting course of revolution and revolutionary politics in the early and mid twentieth century, and to the equally revolutionary transformation of China during the last quarter-century. No prior familiarity with China and the Chinese language is assumed.

Lectures consist of thematic discussions. We have designed the lectures to complement Spence's chronological narrative.

Lecture attendance is mandatory. In addition, each student is responsible for two papers: one short 2-page paper and one medium 4-page paper, a midterm, and a final examination. Tests will draw exclusively from the lectures and the textbooks. Final grades will be based on a combination of papers and tests: paper 15 percent each, midterm 20 percent, final 30 percent, attendance and class 20 percent. Textbook is *The Search for Modern China*, authored by Jonathan D. Spence (New York: Norton, 1999). Two chapters are allotted each week.

Out of class communication will be done almost exclusively through the class web site on UM course tools. Please check the site every weekend for course announcements.

### **HISTORY 392 – Topics in Asian History Section 001: Floating World in Feudal Japan**

**Credits: 3**

**Primary Instructor:** Tonomura, Hitomi

This course examines the paradoxes that characterized early modern Japan: rule by the samurai who fought no wars, status hierarchy in which the lowest were the wealthiest, the rural structure that gave [nearly] full autonomy to the most heavily taxed population, and steaming urban cultural extravaganza amidst the stifling idealism of Confucian morality. What really went on? By focusing on the first half of the Tokugawa period (1600-1750), the course will bring alive the activities and concerns of women and men

of various classes by highlighting topics such as sexualities, popular and high cultures, rural commerce, urban property relations, samurai ideology, ruling structure, and crime and punishment. Students will be evaluated on the basis of class participation and discussion, short quizzes, and a paper.

**HISTORY 392 – Topics in Asian History**  
**Section 002: Society and Economics of Traditional China**

**Credits: 3**

**Primary Instructor:** Li, Bozhong  
**Instructor:** Lee, James

The purpose of this course is to review the demographic, economic and social history of tradition China. The time frame to be covered ranges from the late third century BCE to the early-twentieth century CE. The main focus of the course will be on changes in Chinese population, economy and society. The central concern is to understand how and why China's population, economy and society evolved into what they are today. In addition to the historical chronology of the Chinese experience during these two millennia, the class will emphasize some of the distinctive features of this experience in comparative perspective.

The class will be a combination of lectures, class discussion and common readings. As an introductory humanities class, the class also emphasizes such fundamental skills as reading, thinking and writing. Out of class communication will be done almost exclusively through the class web site on UM course tools. Please check the site every weekend for course announcements.

**HISTORY 396 – History Colloquium**  
**Section 001: Brushes with Power- Text and Writing in Imperial China**

**Credits: 4**

**Primary Instructor:** de Pee, Christian

This course examines the power of the written word in ancient and imperial China, ca. 1200 BCE-1912 CE. Writing does not merely record facts and events, nor are texts simply vehicles of information. Rather, writing is a cultural practice and a text is an historical object, both possessed of the power to affect human interaction and transform the physical landscape. Through a combination of scholarly articles and translations of primary texts, this course explores topics such as stone inscriptions and ritual performance, writing and truth in miracle tales, calligraphy and political legitimacy, writing and virtue in female poetry, and transformations of text and reading in the age of printing. The reflection on the written word in the Chinese past will draw attention to the peculiarities of text and writing in the American present, creating thereby a dialectic between the reading assignments and the writing requirements. Since the course is conducted in seminar format and since it fulfills the Upper-Level Writing Requirement, the final grade will be determined by participation in class discussion and by a series of short papers. Prior familiarity with Chinese history is not required.

**HISTORY 397 – History Colloquium**  
**Section 005: Postwar Japan- History and Memory**

**Credits: 4**

**Primary Instructor:** Pincuz, Leslie

In August of 1945, after fifteen years of war in Asia and the Pacific, Japan surrendered to the Allied Forces. During the postwar decades that followed, Japan underwent a transformation from a defeated

nation, devastated by war, into an affluent society and economic world power. This course explores the complex and often troubled path of that transformation through the lens of memory, individual and collective. In a range of forms of reflection on the past—from memoirs, oral history, reportage, and film to more orthodox forms of historical narrative—we will consider the modes of historicizing, remembering, and forgetting the past that have accompanied the vicissitudes of postwar Japan. The focus will be on key themes between 1945 and the present: the war as experience and its aftermath, the Occupation and its impact; high-growth economics, its planners, beneficiaries, and victims; the “managed society” of the post-1960 era. The course will take the form of a collaborative endeavor to explore issues emerging from the readings, through class discussion, written reflections, and other projects. Class sessions will include mini-lectures to set the stage, group discussion, film and video viewing.

Requirements:

Since the success of the class depends on the participation of everyone in it, preparation and attendance are fundamental requirements. Through the term, students will be asked to take an active role in facilitating class sessions, whether as discussion leaders, presenters, or interlocutors. Along with occasional written assignments, students will keep a “reading log” with reflection and analysis based on weekly readings. Each student in the course will design his or her own term project: This might take the form of an oral history, an analytic exploration of a museum or memorial site, or another project chosen in consultation with the instructor. Final grades will be based on class preparation and participation, on the quality of students’ written engagement with course readings, and on term projects.

### **HISTORY 397 – History Colloquium** **Section 006: Law & Society in Modern China**

**Credits: 4**

**Primary Instructor:** Cassel, Par Kristoffer

The Chinese legal order is one of the great legal traditions that has not only exercised a tremendous influence on other legal systems in East Asia for centuries, but still exerts a considerable influence in China today. In recent years, new research methods and improved access to archival materials have shed new light on many aspects of Chinese legal history, which has forced scholars to revise many assumptions and received ideas on Chinese jurisprudence. This course will explore major topics in Chinese legal history through selected readings of secondary and primary sources, as well as through audiovisual materials and fiction. The course will be divided into three distinct parts; the first part will introduce students to basic concepts and institutions in the Chinese legal order and how Chinese and foreigners have perceived Chinese law. The second part will explore how the Chinese legal order was implemented during the last imperial dynasty, the Qing (1644-1911). The third and last part will discuss how Chinese law and institutions were transformed from the mid-nineteenth through the twentieth centuries. No prior knowledge of China or Chinese is required. Grades will be based on class participation and on three 10-12 page response papers, which will be submitted at the end of each part.

### **HISTORY 451 – Japan Since 1700** **Section 001**

**Undergraduate Credits: 3**

**Primary Instructor:** Pincuz, Leslie B

An analysis of the forces which led to Japan's modernization and a survey of Japan's recent rise as a world power. Special emphasis is placed on the internal changes which culminated in the opening of Japan to the West and in the Meiji Restoration and the major internal changes culminating in World War II.

**HISTORY 755 - Seminar in Early Chinese History  
Section 001**

**Graduate Credits: 3**

**Primary Instructor:** Chang, Chun-shu

**HISTORY OF ART**

**HISTART 690 - Topics in the Theory and Criticism of Chinese Art  
Section 001: Research Methods for Asian Art**

**Graduate Credits: 3**

**Primary Instructor:** Powers, Martin J (mpow@umich.edu)

This class is designed to acquaint students with the basic research tools necessary for advanced work in Asian art history, introducing students to the range of online and print reference materials on Asian art and culture. There are two main aspects to the introduction, both focused on visual arts: research and reading. The class would be a collaborative effort, and students would be called upon to pursue weekly research projects such as compiling up-to-date bibliographies, creating lists of images and texts on a certain topic, and assessing web and print resources. These projects will also be used to raise key social and historiographical questions about the discipline of Asian art history. Some part of the class would involve reading and interpreting selected passages in pre — modern primary texts of Asian art history (e.g., *Guhua pinlu*, *Tuhui baojian*, *Honchô gashi*, *Kammon nikki*, etc.) Depending on student interest, the course may also consider issues specific to field work in archives, museums, and religious sites. The final research paper draws upon the skills inculcated in the course of the class to illuminate a specific aspect of Asian art history that is particularly relevant to the student's dissertation topic.

**MUSICOLOGY**

**MUSICOL 426 - Music and Language  
Section 001**

**Undergraduate Credits: 3**

**Instructor:** Lam, Joseph S C (jsclam@umich.edu)

Examines the relationship between music and words.

**POLITICAL SCIENCE**

**POLSCI 656 – Proseminar in Chinese Government and Politics  
Section 001**

**Undergraduate Credits: 3**

**Primary Instructor:** Gallagher, Mary E.

This seminar serves as the introductory course to the study of modern Chinese politics for graduate

students in political science. It assumes at least one undergraduate level course on Chinese politics or a related discipline (history, sociology, *etc*). The course has two basic goals. The first is to introduce students to the major themes, debates, and puzzles in the study of Chinese politics. The second is to allow students to grow familiar with some of the methodological challenges of studying politics in China (through evaluation and critique of the text) and then to develop a research proposal of their own that sets out a research question and a research plan for answering that question. The course is designed around engaged and lively debate on the issues; therefore, student participation is absolutely necessary. Each student will have an opportunity to lead the discussion during the academic term.

**POLSCI 688 – Selected Topics in Political Science  
Section 002: Political Economy of East Asian Development**

**Undergraduate Credits: 3**

**Primary Instructor:** Woo-Cumings, Meredith (mwoc@umich.edu)

This course combines an intensive reading of classical texts on development in East Asia with lectures, discussions, and individual presentations on on-going research. Students are expected to produce a research paper by the end of the semester. East Asia is an enormously heterogeneous and diverse area, of course; and thus it cannot be reduced to a single model of political economy. But as we think of the region historically and try to understand the complex interplay of forces — historical, political, market, security — that have determined the structure of opportunity in East Asia, it would appear that there are indeed three distinct paradigms of development in the region. The first paradigm is the developmentalism of Northeast Asia, found in the countries that once formed the core of the prewar Japanese empire, and whose economic structures were tightly interwoven and articulated. The second paradigm consists of the economies of Southeast Asia, which was by and large subject to Western colonialism. The third paradigm is the mosaic that is the People's Republic of China, displaying some of the tendencies of the Northeast Asian and Southeast Asian paradigms. But it also grapples with the legacy of the heavy-industry strategies of state socialism since 1949, which may be obsolete but it continues to play an important welfare role. In this course we examine the evolution of these three distinct developmental paradigms, and try to understand how they interact and overlap — and become transformed as the result.

**PSYCHOLOGY**

**PSYCH 988 – Advanced Seminars in Social Psychology  
Section 001: Cultural Psychology of the Self**

**Undergraduate Credits: 3**

**Primary Instructor:** Kitayama, Shinobu

How is culture implicated in mental processes and structures of the self? How are these processes and structures of the self involved in producing, maintaining, and changing culture? This course seeks to answer these core questions of cultural psychology by critically reviewing several broad issues that are actively debated in the current literature including 1) cultural perspectives to the study of human mind, 2) culture and cognition, 3) culture and agency, 4) culture and personality, and 5) bio-cultural co-evolution. Students are encouraged to bring their own cultural knowledge and heritage to bear on discussions in class or term papers.

**PUBLIC POLICY**

**PUBPOL 751 – Chinese Foreign Policy  
Section 001: Theory and Practice**

**Undergraduate Credits: 1.5**

**Primary Instructor:** Zha, Daojiong

This part of the course introduces students to continuity and change in China's foreign policy, focusing on the reform era. We begin with theoretical and analytical debates about making sense of contemporary Chinese foreign policy, move on to scrutinizing domestic-international linkages in China's relations with the rest of the world, and end with review of outstanding issues in China's foreign policy choices in the Asia Pacific, Central and Southeast Asia.

**PUBPOL 751 – China's Economic Reform Policies: History, Present & Future  
Section 002**

**Undergraduate Credits: 1.5**

**Primary Instructor:** Xu, Guangjian

China's reform and opening-up has been a great event in the world in the past more than two decades. Since 1978, China has experienced a profound and overall economic reform and the economy has transformed from the Soviet style planned economic system to the socialist market economic system. Along with the reform and opening-up, China has produced the world's highest economic growth rates in the past 25 years. This course will explain the progress of the reform and the growth of economy of China and help students understand the policies of development and reform of China's economy. The course will also make an in-depth analysis on China's current economic policies as well as the implications of these policies for the economy of US and world.

**SOCIOLOGY**

**SOC 495 – Issues of the Korean Diasporas  
Section 005**

**Undergraduate Credits: 3**

**Primary Instructor:** Kim, Gera

In this course we explore the phenomenon of the Korean diaspora. The ethnic Koreans outside of Korea number upwards of seven million, with most of them residing in the United States, China, Japan, and Central Asia. Most Americans have caught glimpses of this Korean diaspora in the unforgettable footage of Korean stores going up in flames in South Central L.A.; in the performances of Korean-American musicians like Kyung-Hwa Chung or Sarah Chang; and the Korean-American comedienne, Margaret Cho. But there is still no intellectual framework for understanding this diaspora. The Korean diaspora is different from other ethnic diasporas – Jewish, Chinese, Armenian, African, etc. – in that it is essentially a modern phenomenon, tracing back to the mid nineteenth century. The ancient commingling of the peoples in East Asia notwithstanding, the Korean diaspora is a byproduct of disruptions caused by capitalism, colonialism, war, as well as the opportunities that opened up, for example, after the mid-1960s revision of the immigration law in the United States. Compressed in time as the Korean diaspora is, in nonetheless girdles the world – to put it differently, Koreans are really everywhere, driving cabs in Havana, singing in La Scala, writing poems in Almaty, herding sheep in Ulan Bator, and making millions in the Silicon Valley. So, how does one study a phenomenon that is as geographically dispersed, as socio-economically diverse, and as culturally and linguistically complex, as the Korean diaspora?

Our purpose in studying the Korean diaspora is two-fold. First, we want to contribute to theory-building in the study of comparative diasporas. We will use the case material of the Korean diasporic population to understand the larger issues that affect immigrants, refugees and diasporic communities everywhere. We will focus on law, economics, inter-ethnic relations, labor relations, and problems of acculturation and assimilation, as they affect the diasporic communities. Second, we focus on the sweep of the Korean diaspora around the world, to provide a larger context in which a regional diaspora (e.g., Korean-Americans, Sino-Koreans, Koryo Saram) may be understood.

This course is being offered as part and parcel of the year long "Citizenship" theme semester, sponsored by the College of Literature, Science, and the Arts.

## **STRATEGY**

### **STRATEGY 584 – Business in Asia**

**Credits: 3; Elective**

**Primary Instructor:** Lim, Linda

**Prerequisites:** CSIB 503/510/593

Business in Asia --- 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 markets. 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 issues/disputes/problems.

## **WOMEN'S STUDIES**

### **WOMENSTD 253 – Special Topics Section 001: Asian American Masculinities**

**Credits: 3**

**Primary Instructor:** Yim, Jennifer Y

This course explores the complex construction of multiple Asian American masculinities in relation to race, colonialism, media, sexuality, gender and age. This is a discussion-format seminar that uses an interdisciplinary perspective to examine how intersecting identities are represented in media, literature, social research and individual lived experiences. Issues related to racial, sexual, and ethnic discrimination will be addressed. This course is designed to emphasize in-class student participation, including student-led discussions. Attendance is mandatory.