Dept. of Asian and Middle Eastern Languages and Literatures

Chair: James Dorsey
Professors S. Allan, L. H. Glinert, W. Xing; Associate Professors S. Blader, J. Dorsey, H. N. Kadhim, H. Mowry, J. Smolin; Assistant Professors L. Gibbs, L. Harb; Senior Lecturers N. Ben Yehuda, J. Chahboun, M. Ishida, A. Li, M. Ouajjani, I. W. Watanabe; Lecturers Z. Chen, S. Nozawa; Visiting Professor F. M Wu; Visiting Lecturer F. Shi.

 Majors
Major Options for Asian and Middle Eastern Languages and Literatures

**Option 1. The major in language and literature**
Prerequisite for all languages: 23 or the equivalent [Note: for Arabic, 23 or 25]
The major consists of eleven courses:

1. 10 [Note: these introductory courses are taught in English. The Department offers ARAB 10, CHIN 10, HEBR 10, and JAPN 10; students must take the offering that corresponds to the language they are studying for the major (e.g., students of Arabic must take ARAB 10, students of Japanese must take JAPN 10, etc.).]

2. Four upper-level language courses beyond 23 [Note: for majors in Arabic, beyond ARAB 25; for majors in Chinese, one of these four courses must be CHIN 51. Also see website or advisor for an alternative major option.]

3. Three literature-in-translation courses at the 60 level [Note: 60-level courses are basic surveys taught in English; majors in Chinese may substitute either CHIN 52, CHIN 53, or CHIN 54 for one of these three courses]

4. One course in another DAMELL literature that is not in the student’s primary language area [Note: this requirement may be fulfilled by taking either one 10 or one 60-level course in any of the other language areas (e.g., students of Arabic may take HEBR 10, CHIN 10, or JAPN 10; or students of Japanese may take ARAB 10, CHIN 10, or HEBR 10)]

5. One course in literary theory or linguistics chosen from an approved list of departmental and non-departmental courses [Note: AMEL 17 fulfills this requirement; examples of non-departmental courses include COLT 10, COLT 71, COLT 72, or COLT 73, ENGL 15 or ENGL 17, LING 1]

6. One seminar at the 80-level [this course will serve as the culminating experience]

Students doing the Honors track for Option 1 will substitute the 80-level seminar with thesis research and writing (AMEL 85 and AMEL 87)

Note: Substitutions of courses under option 1 of the DAMELL major may be made with the approval of the major advisor and the Chair

**Option 2. The major in two languages and literatures**
Prerequisite: 23 [Note: 23 or 25 for Arabic] or the equivalent for both languages
The major consists of eleven courses:
1. 10 in both languages (10 in each of the two major languages)
2. Four upper level language courses beyond 23 [or 25 for Arabic. These courses may be all in one language or split equally between the two languages]
3. Three courses at the 60 level [these must be split between the two languages, two in one literary tradition and one in the second]
4. One course in literary theory or linguistics chosen from an approved list of departmental and non-departmental courses [Note: AMEL 17 fulfills this requirement; examples of non-departmental courses include COLT 10, COLT 71, COLT 72, or COLT 73, ENGL 15 or ENGL 17, LING 1]
5. One seminar at the 80-level that will serve as the culminating experience
Students doing the Honors track for Option 2 will substitute the 80-level seminar with thesis research and writing (AMEL 85 and AMEL 87)

Option 3. The modified major
AMELL allows students to modify the major in language and literature with offerings from other departments or programs. Students will design this major in consultation with a department adviser. All six AMELL courses must be in the student’s primary area of study within AMELL. Possible partnering departments and programs include Anthropology, Art History, Comparative Literature, Economics, Environmental Studies, Film Studies, Geography, Government, History, Linguistics, Music, Philosophy, and Religion. Students will be required to take a combination of courses that provide training in basic theory and background on subjects related to the study of Arabic, Chinese, Hebrew, and Japanese.
Prerequisite for all majors: 23 or the equivalent
The major consists of eleven courses:
1. Six courses from AMELL: 10; no more than three language courses beyond 23; two courses at the 60 level. [For Chinese, CHIN 52 or above may count as non-language]
2. Four advanced courses, all four from among those offerings in another single department or program that deal with the culture of the student’s chosen language and literature in AMELL [Note: students will not be permitted to count introductory-level courses that are used as prerequisites for the major in another department or program]
3. One advanced seminar either in AMELL or in the partnering department or program
Students doing the Honors track for Option 3 will substitute the 80-level seminar with thesis research and writing (AMEL 85 and AMEL 87).

Minor
Six AMELL courses approved by the Chair. All six language and literature courses must be in the student’s primary area of study (i.e., students of Arabic
language must take courses in Arabic literature). ARAB 10, CHIN 10, HEBR 10, or JAPN 10 is a required course for the minor. Only language courses beyond the first year count towards the minor; a minimum of two but no more than three of the six courses for a minor should be language courses. In the case of students who want to minor in Chinese language and literature, CHIN 52, CHIN 53 or CHIN 54 and above may be counted as a literature course. AMELL 17 or AMELL 18 cannot count towards the minor.

Foreign Study Programs

Dartmouth Foreign Study Program in Tangier, Morocco
Prerequisites: ARAB 10 and two out of the following three courses, with a B+ average or permission of the director: ARAB 21, ARAB 22, ARAB 23, ARAB 25, or the equivalent.

The Dartmouth Arabic Foreign Study Program is held in Tangier, Morocco during the fall term. The FSP offers two credits in Modern Standard Arabic at the advanced level (ARAB 31 and ARAB 32), one credit for ARAB 11, a seminar taught by the program director in residence. In addition, students will participate in regularly scheduled cultural trips, cooking and music lessons, lectures on Morocco, and meals with Moroccan families. For application and further information, please contact the Off Campus Programs Office, 44 North College Street.

Not offered in the 2013-2014 academic year.

Dartmouth Foreign Study Program and Advanced Language Study Abroad (LSA+) in Beijing, People’s Republic of China
Prerequisite: CHIN 3 or the equivalent, with at least a B average, and CHIN 10, or the equivalent, with at least a B average, or permission of the director.

The Dartmouth Chinese Foreign Study Program (FSP) is conducted at Beijing Normal University (BNU) during the summer term; a Language Study Abroad + (LSA+) program is offered at BNU in the fall. Dartmouth-at-BNU includes nine-and-one-half weeks of instruction on the BNU campus, with short trips to places of historical or cultural interest in Beijing and vicinity. The program also includes a field trip within China (totaling 11-13 days) at the end of the term for summer, and during mid-term for fall. Students participating in Dartmouth-at-BNU will live in the foreign student dormitories on the BNU campus. For the Summer FSP, they will enroll in three courses. CHIN 11 (taught by the Dartmouth director in residence), and two language courses appropriate to their level of proficiency. Students at the second-year level will enroll in CHIN 22 and CHIN 23; students at the third-year level will enroll in CHIN 31 and CHIN 32; and students at the fourth-year level will enroll in CHIN 41 and CHIN 42 when the numbers allow. For the fall LSA+ students will enroll in three Chinese language courses at the appropriate level. Successful completion of the summer term BNU program will serve in satisfaction of the Summer Residence Requirement, even when taken in the summer following a student’s first year or third year. For application and
further information, contact the Off Campus Programs Office, 44 North College Street.
The summer FSP will not be offered in 2014; students interested in study in China should consider the fall LSA+.

Dartmouth Advanced Language Study Abroad (LSA+) Program in Tokyo, Japan
Prerequisite: JAPN 1, JAPN 2, JAPN 3, or the equivalent, with at least a B average, and JAPN 10, or the equivalent, with at least a B average.
The Dartmouth Japanese LSA+ Program is conducted during the summer term at Kanda University of International Studies on the outskirts of Tokyo, Japan. The program includes nine-and-one-half weeks of instruction, as well as organized trips to areas of cultural interest. Students enroll in three courses: JAPN 11 (taught by the Dartmouth director in residence) and two second-year-level Japanese language courses (JAPN 22, JAPN 23). Successful completion of the Tokyo program will serve in satisfaction of the Summer Residence Requirement (even when taken in the summer following the first year or third year). For application and further information, contact the Off Campus Programs Office, 44 North College Street.

Honors Program
Admission to the Honors Program is by application to the Department. Applicants must have a 3.0 GPA overall and a 3.3 GPA in the major to qualify for the Honors Program. The Honors Program, involving one credit over and above the regular major, is a two-term project, outlined as follows:
1. Senior fall or winter: AMEL 85: Independent Research (may serve as Advanced Seminar for the major)
2. Senior winter or spring: AMEL 87: Honors Thesis
Proposals must be submitted to the Department by the fifth week of the junior-year spring term. The proposal should be written in consultation with a prospective advisor, and is to include:
1. the title and nature of the project to be undertaken
2. the significance this research may have within the designated field of study
3. any relevant background (e.g., related courses; other preparation) which the student brings to the work
4. a tentative bibliography of studies germane to the project
5. the name of, and approval by, the thesis advisor
The Honors Program student must achieve and maintain a B+ in AMEL 85; otherwise, the project will be terminated. An informal, oral presentation to AMELL faculty and students is required upon completion of the thesis, usually during the third week of May. The thesis must be turned in to the department office no later than the last day of spring term classes. Completion of the Honors Program is required for graduation with Honors or High Honors in the major.

ASIAN AND MIDDLE EASTERN LANGUAGES AND LITERATURES (AMELL)
17. Discourse, Culture, and Identity in Asia and the Middle East (Identical to Linguistics 11)
13F: 2A
This course introduces theories of identity, discourse, and communication, and illustrates how Asian and Middle Eastern cultures employ language to construct and reflect values, identities and institutions, to create relationships and project personal status, and to perform actions (such as ending a phone call, apologizing, paying compliments, and negotiating business deals). Particular attention will be paid to the beliefs people hold about their languages and scripts. No prior knowledge of a particular language or culture is assumed. Open to all classes. 
Dist: SOC or INT; WCult: CI. Glinert.

18. Language and Society in Asia and the Middle East
14F: 10A
This course explores how Asian and Middle Eastern societies employ language to construct and reflect social structures and identities. Particular attention will be paid to multilingualism, literacy, language attitudes, and language planning -- with ethnicity, religion, and other social values playing key roles. The major focus will be on China, Japan, Korea, Israel and the Arab world, and students will be able to select these or other Asian/Middle Eastern societies for their final paper. No prior knowledge of a particular language or culture is assumed. Open to all classes. Dist: SOC or INT; WCult: CI. Glinert.

ARABIC LANGUAGE AND LITERATURE
1-2-3. First-Year Courses in Arabic
1. 13F, 14F: 8, 9S, 9S
2. 14W: 8, 9S, 15W: 9S, 9S
3. 14S, 15S: 9S, 9S
An introduction to written and spoken Modern Standard Arabic (MSA). In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading comprehension, and listening comprehension. Mandatory apprentice-teacher-run drill sessions meet four times/week (4 hours/week) for all beginning Arabic language classes. Never serve in partial satisfaction of Distributive or World Culture requirements. Chahboun, Ouajjani.

10. Introduction to Arab Culture (Identical to AMES 4)
14S, 15W: 10A
This course will provide a broad introduction to the historical, literary, artistic, and popular cultures of the Middle East, from pre-and early Islamic times to the present. The aim of the course is to give students an appreciation of Arab and Arabo-Islamic culture, but also to examine ways in which prevailing historical, political, economic, and social conditions have impacted cultural production and expression in the Middle East.
Sources and texts will include, but not be limited to, selections from the Quran, hadith, Arabic poetry and literature, historical chronicles, and film. Dist: LIT; WCult: CI. Smolin.

11. Special Topics in Arabic Studies

21-22-23. Intermediate Arabic
21. 13F: 10  14F: 11
22. 14W: 10  15W: 11
23. 14S, 15S: 10
Intermediate level of Modern Standard Arabic (MSA). Continuation of presentation of fundamentals of grammar and development of proficiency in reading, writing, spoken communication skills, and aural comprehension, including much authentic cultural material. Prerequisite: Arabic 3 or equivalent. Dist: LIT; WCult: NW. The Chahboun, Ouajjani.

24. Formal Spoken Arabic
Not offered in the period from 13F through 15S
This course provides training in Formal Spoken Arabic (FSA) with some attention to divergences of certain Arabic dialects. FSA is a register that encompasses interdialectal features, as well as features of Modern Standard Arabic. The course emphasizes the functional and situational aspects of language. In addition to standard drills, students engage in structured and semi-structured speaking activities, as well as content-based language activities built around regional topics. Prerequisite: Arabic 3 or equivalent. Dist: LIT; WCult: NW. Kadhim.

25. Moroccan Arabic
14X, 15X: 12
This course will introduce students to the colloquial language spoken today in Morocco. In addition to emphasizing grammar and vocabulary, this course will focus on daily communication and teach students how to interact with Moroccans in a wide variety of settings. Attention will also be paid to the role of culture in communication. Prerequisite: Arabic 3, or the equivalent, or permission of the instructor. WCult: NW. Chahboun.

31-32-33. Intermediate Modern Arabic
31. 13F, 14F: 11
32. 15W: 2A
33. 14S: 10  15S: 10A
A continuation of the fundamentals of grammar and further acquisition of spoken communication skills, aural comprehension, and proficiency in reading and
writing. Students will be expected to master a wide variety of reading. Prerequisites: two out of the following three courses: Arabic 21, 22, 23, or permission of the instructor, or the equivalent. \textit{WCult: NW}. The staff.

34. Media Arabic

\textit{Not offered in the period from 13F through 15S}

This course is an introduction to the language of the Arabic press and broadcast media. It offers training in the basic skills required to read, comprehend, and translate Arabic media texts. The course is intended as a supplement to language training based on Modern Standard Arabic (MSA). Prerequisite: Two second-year level Arabic courses or permission of the instructor. \textit{Dist: LIT; WCult: NW}. Kadhim.

41-42-43. Advanced Arabic
41. 13F: 10A 14F: Arrange
42. 14W: 10A 15W: 2
43. 15S: 2

This three-course series may be taken non-sequentially. Readings for the courses are extensive and of a high level of complexity; they are drawn from a variety of genres and periods. The progression towards full proficiency in the language is a fundamental objective of the sequence. The courses will be conducted entirely in Arabic. Prerequisite: Two third-year level Arabic courses, or permission of the instructor. \textit{Dist: LIT; WCult: NW}. The staff.

51. Introduction to Classical Arabic (pending approval)
15W: Arrange

This course provides an introduction to the styles and genres of Classical and Qur'anic Arabic. Close reading of a number of pre-modern literary, scientific, historical, and theological texts (including the Qur'an, Hadiths, and Islamic exegetical traditions) will be undertaken. A systematic review of classical Arabic grammar will also be undertaken. A main objective of the course is to equip students with the skills required for the study, critical analysis, and interpretation of primary sources for Arab-Islamic civilization. Prerequisites: Two second-year level Arabic courses or permission of the instructor. \textit{Dist: LIT; WCult: NW}. Kadhim.

59. Independent Advanced Study in Arabic Language and Literature All terms [except summer] subject to faculty availability: Arrange

Available to students who wish to do advanced or independent study in Arabic. The student must first submit a proposal to the Major/Minor advisor and the section faculty, before obtaining permission from the faculty member with whom he or she wishes to work. \textit{Dist: LIT; WCult: NW}. The staff.
Courses numbered 61 - 63 are literature-in-translation courses, not requiring Arabic. May be repeated for credit if topic varies.

61. Topics in Modern Arabic Literature and Culture
14W, 15W, 15S: 2A
This course is an introduction to the study of modern Arabic literature through readings and discussion of key texts in prose and poetry from the 19th and 20th centuries. Each offering of the course will be organized around a particular author, genre, theme, or period. Topics may include, inter alia, the question of tradition and modernity, the construction of an Arab national identity, the colonial encounter, post-coloniality, and the status of women in Arab society. Courses listed under Arabic 61 are open to students of all classes.
In 14W and 15W, Palestinian Literature and Cinema. This course explores various aspects of Palestinian existence through literature and cinema. What does it mean to be “Palestinian”? What unifies a cultural output produced not only in Arabic, but also in Hebrew and English, by people who carry a variety of citizenships (or none at all)? How have Palestinian authors and filmmakers grappled with issues such as collective identity, the “Other,” and internal social problems? How have these issues influenced their use of literature and film as art forms? Dist: LIT; WCult: NW. Harb.
In 15S, Modern Arabic Fiction. This course is an introduction to twentieth-century fiction across the Arab world. Looking at works from North Africa to the Middle East, we will examine how Arab writers and filmmakers have dealt with such themes as nationalism, immigration, freedom, sexuality, war, violence, and religion. Authors include Tayyib Salih, Mohamed Choukri, Ghassan Kanafani, Tahar Watfar, and Hanah al-Shaykh, among others. Dist: LIT; WCult: NW. Smolin.

62. Topics in Classical Arabic Literature and Culture
14S, 15S: 2A
Classical Arabic literature spans over thirteen centuries from pre-Islamic times until the advent of the modern Arab “renaissance” in the 19th and 20th centuries. Among the outstanding products of this literature are the famed pre-Islamic qasidahs, the adab works of the Abbasid al-Jahiz, the maqamas of al-Hariri, the exquisite lyrics of the Andalusian Ibn Zaydun, and the celebrated One Thousand and One Nights. Each offering of the course will focus on a particular author, genre, theme, or period. The course is conducted entirely in English. Courses listed under Arabic 62 are open to students of all classes.
In 14S and 15S, Marvels and Wonder in Medieval Arabic Culture. (Pending approval) This course explores a variety of medieval Arabic texts through the lens of wonder. It is through marveling at the foreign and inexplicable that we position ourselves in the world and separate the Self from the Other. Yet, wonder is also what prompts our curiosity for discovery and provokes our search for
explanations. Where was the line drawn between the familiar and the strange in medieval Arabic culture? How was wonder defined? What role did it play? Dist: LIT; WCult: NW. Harb.

The Arabian Nights East and West (Identical to Comparative Literature 35; not offered from 13F through 15S). An introduction to Arabo-Islamic culture through its most accessible and popular exponent, One Thousand and One Nights. The course will take this masterpiece of world literature as the focal point for a multidisciplinary literary study. It will cover the genesis of the text from Indian and Mediterranean antecedents, its Arabic recensions, its reception in the West, and its influence on European literature. The course will be taught in English in its entirety. No prerequisites. Dist: LIT or INT; WCult: NW. Kadhim.

63. Themes in Arabic Literature and Culture
Not offered in the period from 13F through 15S
Arabic literature is widely regarded as the foremost intellectual and artistic accomplishment of the Arabs. In the course of over fourteen centuries of vigorous literary activity, Arab poets and writers have elaborated a set of themes that inform Arabo-Islamic culture in profound ways. Offerings of this course might range from the examination of a particular theme to broader comparative studies. Courses listed under Arabic 63 are open to students of all classes.

Courses numbered 81 or above are advanced seminar courses.

81. Topics in Arabic Literature and Culture
13F: 2A  14F: Arrange
This seminar is designed to examine closely literary and cultural texts employing theoretical and historical sources. Topics vary but might range from studies of individual authors to broader comparative themes.
In 13F, The New Arabic Novel. In this seminar, we will read Arabic novels in translation published across the Middle East during the past decade. How have the authors of these texts grappled with recent transformations in post-9/11 Arab society, such as globalization, terrorism, gender relations, and war? How have old themes--including the clash between tradition and modernity, East-West relations, and the Israeli-Palestinian conflict--become renewed for the contemporary era? We will examine exciting recent novels from Egypt, Saudi Arabia, Iraq, Libya, Lebanon, and Palestine to answer these questions. This course has no prerequisites but familiarity with the history of the Middle East in the twentieth century and trends in contemporary Arabic prose during this period would be helpful. Dist: LIT; WCult: NW. Smolin.
This seminar examines the modern Arabic narrative tradition through the close reading of a number of key texts by major twentieth-century authors. It will consider how perceptions of tradition, change, and identity are articulated and represented in this genre. Examination of themes, literary styles, and
assumptions pertaining to the function of literature and to the nature of human experience will be undertaken. Readings for the seminar will be drawn from the works of Naguib Mahfouz (Egypt), Tayyib Salih (Sudan), Emile Habibi (Palestine), Hanan Al-Shaykh (Lebanon), Leila Abouzeid (Morocco), and others. Dist: LIT; WCult: NW. Kadhim.

CHINESE LANGUAGE AND LITERATURE
1-2-3. First-Year Courses in Chinese
1. 13F: 9S, 10+  14F: 9S, 9S, 10+
2. 14W, 15W: 9S, 10+
3. 14S: 9S, 10+  15S: 9S, 9S
An introduction to spoken and written Modern Standard Chinese. Conversational drill and comprehension exercises in classroom and laboratory provide practice in pronunciation and the use of the basic patterns of speech. Intensive reading is conducted for textbook lessons. Grammar is explained, and written exercises given. Traditional characters are learned in Chinese 1 and 2; simplified characters are introduced in Chinese 3. Classes are conducted increasingly in Chinese. Mandatory student-run drill sessions meet Monday to Thursday for fifty minutes each day for all beginning Chinese language classes. Satisfactory completion of Chinese 3 fulfills the language requirement. *Never serve in partial satisfaction of Distributive or World Culture requirements.* Blader, Gibbs, Mowry.

4. Advanced First-Year Chinese
13F, 14F: 9S, 9S, 10+
This course is designed for students with varying, minimal levels of competence in speaking, listening, reading, and writing. Weekly class hours include four sixty-five minute sessions with the master teacher and up to four fifty-minute drill and/or conversation sessions. There are weekly exams, a midterm, and a final, as well as writing assignments, oral presentations, and supplementary work assigned as needed. This course seeks to achieve two goals: 1) to help students equalize their levels of the required speaking, listening, reading, and writing skills; 2) to allow them to raise these levels and thereby significantly increase their understanding of Modern Standard Chinese. Chinese 4 is an accelerated first-year course. Satisfactory completion of Chinese 4 places the student into the 20-level series. Students who plan to use this course to fulfill the language requirement may not take it under the Non-Recording Option. *Never serves in partial satisfaction of Distributive or World Culture requirements.* Li, Chen.

10. Introduction to Chinese Culture (Identical to AMES 12)
14S: 10A  15W: 2
The aim of this course is to provide students with a basic knowledge and appreciation of Chinese culture. We will examine the evolution of Chinese culture and identity from the earliest Chinese dynasties, dating back more than 3500
years, to the present day. Through readings of literary texts in translation, students will be introduced to topics in language, history, literature and art, philosophy and social and political institutions. The course is open to students of all classes. It is required for participation in the FSP, for the major, and the minor.  

_Dist: LIT; WCult: Cl_. Xing, Blader.

11. Special Topics in Chinese Studies

_Not offered in the period from 13F through 15S_

D.F.S.P. (Dartmouth in China) FSP Director’s course. _WCult: NW_. The staff.

22-23. Intermediate Modern Chinese (Second-year level)

22. 14W: 9S, 12  
15W: 11, 12

23. 14S: 9S, 10+  
15S: 9S, 11

Chinese 22 and 23 cover a full second-year level course, using the textbook Integrated Chinese, Level Two and a variety of other materials. The course is designed for students who have completed Chinese 4 or Chinese 21 or the equivalent. Students who have only completed Chinese 3 may be eligible for this course with permission of the instructor. Class hours include four sixty-five or five fifty-minute sessions with the master teacher and up to four fifty-minute drill and/or conversation sessions. There are weekly exams, a midterm, and a final, as well as writing assignments, oral presentations, and supplementary work assigned as needed. This series is intended to raise the student’s levels in speaking, listening, reading, and writing skills and, thereby, significantly increase their understanding of Modern Standard Chinese.  

_Dist: LIT; WCult: NW_. The staff.

31-32-33. Advanced Modern Chinese (Third-year level)

31. 13F, 14F: 10

32. 14W: 11  
15W: 10

33. 14S: 11  
15S: 10

This series may be taken non-sequentially, and any single course repeated, if content is different. Readings will be selected from literary, political, and historical publications. There will be regular exams, writing exercises, oral presentations, and supplementary work assigned as needed.  

Prerequisite: Chinese 23 or permission of the instructor.  

_Dist: LIT; WCult: NW_. The staff.

41. Advanced Chinese (Fourth-year level)

14X, 15X: 10

Advanced readings from literary, political, and historical publications.  

Prerequisite: Two third-year level Chinese courses or permission of the instructor.  

_Dist: LIT; WCult: NW_. The staff.

42. Advanced Chinese (Fourth-year level)

13F, 14F: 9S
Advanced reading from literary, political, and historical publications.
Prerequisite: Two third-year level Chinese courses or permission of the instructor.
*Dist: LIT; WCult: NW.* Shi, the staff.

43. Advanced Chinese (Fourth-year level)
14W, 15W: 11
Advanced reading from literary, political, and historical publications.
Prerequisite: Two third-year level Chinese courses or permission of the instructor.
*Dist: LIT; WCult: NW.* Li.

44.1 Chinese Martial Arts Fiction  
*Not offered in the period from 13F through 15S*
This course is an introduction to the Chinese literary genre of martial arts fiction, including the world of Chinese martial arts, especially taijiquan. It will focus on *Yitian tulong ji* (Heaven Sword and Dragon Saber: literally, *The Tale of Relying on Heaven to Slay the Dragon*) by Jin Yong (Louis Cha), the most successful and influential contemporary Chinese martial arts fiction writer. Supplementary readings of the relevant original classics on martial arts will also be introduced.  
*Dist: LIT; WCult: NW.* Xing.

44.2 Modern Chinese Poetry
15S: 10A
An introduction to modern Chinese poetry. Rebelling against over two thousand years of poetic tradition, Chinese poetry of the twentieth century represents one of the major achievements of modern Chinese literature and reflects the brilliance of young literary talent.  
*Dist: LIT; WCult: NW.* Xing.

51. Introduction to Classical Chinese
14W, 15W: 10A
An introduction to the basic grammar and vocabulary of the Classical Chinese language, using examples from a selection of texts from the Warring States Period (5th to 3rd century B.C.E.).
Prerequisite: First-year Chinese. This course is a requirement for majors in the Chinese language and literature track.  
*Dist: LIT; WCult: NW.* Allan.

52. Readings in Classical Chinese: Daoist Philosophical Texts
15S: 10A
Readings in the Daoist classics, such as the Laozi Daodejing and the Zhuangzi. Readings will be in the original Chinese. Emphasis will be placed on key philosophical issues, such as the meaning of the Way in Daoist texts and the relationship of language to thought.
Prerequisite: Chinese 51, or consent of the instructor. Chinese 52 may be considered a non-language course.  
*Dist: TMV; WCult: NW.* Allan.
53. Readings in Classical Chinese: Confucian Philosophical Texts  
14S: Arrange  
Readings in the Confucian classics, primarily Mencius and Xunzi. Readings will be in the original Chinese. Emphasis will be placed on key philosophical issues, such as the concept of kingship in ancient China and the debate on human nature.  
Prerequisite: Chinese 51, or consent of the instructor. Chinese 53 may be considered a non-language course. Dist: TMV; WCult: NW. Allan.

54. Classical Chinese Poetry  
14F: 10A  
This is an introduction to classical Chinese poetry, from its beginning to the last imperial dynasty in China, Qing (1616-1911) dynasty. By reading, discussing and writing on the representative works of classical Chinese poetry, the students will familiarize themselves with the key genres of classical Chinese poetry, such as archaic style poem, fu rhapsody, modern style poem, ci lyric and qu musical lyric, as well as the major poets who have had an enduring impact on the Chinese literary tradition. We will study both the Chinese originals and their English translations in this course. The poems will be examined in their cultural, historical, intellectual and literal contexts. Prerequisite: CHIN 51 or permission of the instructor. Dist: LIT; WCult: NW. Xing.

59. Independent Advanced Study in Chinese Language and Literature  
All terms [except summer] subject to faculty availability: Arrange  
Available to students who wish to do advanced or independent study in Chinese. Chinese 59 may be considered a non-language course with approval of the advisor. The student must first submit a proposal to the Major/Minor advisor, and the section faculty, before obtaining permission from the faculty member with whom he or she wishes to work. Dist: LIT; WCult: NW. The staff.

Courses numbered 61 - 63 are literature-in-translation courses, not requiring Chinese. May be repeated for credit if topic varies.

61. Topics in Modern Chinese Literature and Culture  
15S: 2A  
Following the definition generally accepted by the Chinese themselves, “modern” in this context refers to two large periods: that preceding the founding of the People’s Republic of China in 1949, and that following 1949. The former (i.e., xiandai) can be pushed as far back as the Opium War of 1839-42, and the latter (i.e., dangdai) can be extended to “today.” Courses offered under this rubric examine the main literary and cultural phenomena and events taking place in China (including Taiwan and Hong Kong) over this period of one and a half centuries. Courses listed under Chinese 61 are open to students of all classes. In 15S, Love and Desire in Modern Chinese Literature. Spanning a selection of
short stories and novels from the early twentieth century to the turn of the millennium, this course explores connections between themes of filial piety, nationalism, revolutionary idealism, nostalgia for the past, ideological constraints placed on love, and attempts to subvert those constraints. Lectures and readings will relate the works covered to key intellectual and political movements, connecting ideas of individual romance and disillusionment to larger issues of modernity and globalization. Dist: LIT; WCult: NW. Gibbs.

62. Topics in Traditional Chinese Literature and Culture
13F: 10A  14F: 2A
Traditional Chinese literature ranges from the earliest examples -- divinations inscribed on turtle plastrons and ox scapulae dating back more than 3000 years - - to the popular knight-errant novels of the early 19th century. The Opium War of 1839-42 is taken as the cut off point for courses in this topic category, which considers cultural as well as literary themes. Courses reflect the interests and expertise of the teaching staff and include early Chinese culture, the development of the Chinese script, historical prose, fiction and drama, poetry, and oral literature. Courses under this rubric are defined by historical period and/or literary genres. Courses listed under Chinese 62 are open to students of all classes.
In 13F and 14F, Chinese Calligraphy. This course is a survey of the major script types in the Chinese writing system and an introduction to the art of Chinese calligraphy. Along with studying the history of Chinese calligraphy, the student will learn about the similar technical origins of Chinese calligraphy and painting, study and practice the basic techniques of Chinese calligraphy, and learn the basic rules of formation of Chinese characters. Classroom practice will give the student hands-on experience of using traditional Chinese writing tools. Dist: ART; WCult: NW. Xing.

63. Themes in Chinese Literature and Culture
14W, 15W: 2A  14S: 2A  15S: 11
Courses under this rubric will provide the student with a comprehensive view of the most frequently occurring themes in Chinese literary writings from the second millennium B.C.E. to the present. The most prominent among these themes are love (patriotic, familial, romantic, and platonic) and social protest. Individual literary genres in China have traditionally been associated, in a general way, with historical/dynastic periods. Therefore, tracing the evolution, for example, of the theme of romantic love will lead the student through the multiplicity of ways that an idea can be transformed by diverse literary mediums and different historical periods. In reaching a fundamental understanding through literature of the Chinese way of looking at a specific idea as it evolved over time, we will understand better the uniqueness of both Chinese values and institutions. Courses listed under Chinese 63 are open to students of all classes.
In 14W and 15W, Traditional Performance in China: Past and Present. From
Confucian times to current efforts at preserving Intangible Cultural Heritage, this course begins by introducing traditional ideas about the folk and folk culture in China, and how the relationship between folk and elite has changed over time, with special emphasis on the twentieth and twenty-first centuries. Through the examination of local traditions of storytelling, epic singing, folksongs, ritual, and local drama from various time periods and geographical areas, students will gain a deeper, more nuanced understanding of the diversity of regional and ethnic expressive forms within China and how they continue to develop over time through the present day. Dist: LIT; WCult: NW. Gibbs.

In 14S, Chinese Painting, Poetry and Philosophy. A systematically trained traditional Chinese scholar was expected to achieve perfection in all the three areas – classical poetry, calligraphy, and traditional Chinese painting. Thus the poetry-calligraphy-painting “Three Perfections” represents certain significant aspects of the Chinese culture. Since none of the “Three Perfections” is possible beyond the intellectual context of Chinese philosophy, and also, since the traditional Chinese painting has to be written (in the way of Chinese calligraphy) rather than painted, the Chinese painting/calligraphy, poetry, and philosophy are indeed the key for understanding the Chinese culture. By introducing the basics of traditional Chinese painting/calligraphy, classical Chinese poetry, Chinese cosmology, philosophy and religions, this course is the gateway to the Chinese manuscript culture that defines the written tradition of the Chinese culture. The first-hand experience of basic brush-and-ink techniques of traditional Chinese painting/calligraphy provides the student with visual and enjoyable illustrations of the relationship between traditional Chinese art and cosmology. Reading through the oriental tradition of Chinese painting, poetry, and philosophy, the student will be able to view the same universe from a different but an artistic, literary, intellectual, and written perspective. Dist: ART; WCult: NW. Xing.

In 15S, Women in China. This is a survey course of Chinese ideas and practices concerning women. The pursuit of this theme will take the student through a wide variety of Chinese literary genres and materials, including the classics, poetry, fiction, drama, biography, and law. The use of women as a focus in the organization of the course provides the selectivity that makes such comprehensiveness possible. The aim is to provide the student with an intimate portrait of the development of Chinese culture as a whole through the examination of one of its central systems. The course is designed with the presumption that an understanding of Chinese thoughts about women will lead to an enhanced understanding of Chinese thoughts about Chinese people and life in general. The material will be presented in chronological order, keeping in mind the broader time perspectives. Dist: LIT; WCult: NW. Mowry.

Courses numbered 81 or above are advanced seminar courses.

81. Lu Xun and Hu Shi
14F: 2A
Through the writings of Lu Xun (1881-1936) and Hu Shi (1891-1962), two of the most important scholar-writers of the twentieth century, this course will examine several issues that were raised during the first two decades of this century by Chinese intellectuals who felt an acute, ever-increasing inadequacy of their own cultural heritage in the face of Western democracy and technological and scientific advancements. Those issues, raised more than seven decades ago, have persistently engaged the central attention of modern Chinese intellectuals, and include discussions of China’s modernization (or Westernization) and of China’s vernacular language movement, debates about various political and social philosophies, questions surrounding the so-called new culture movement, and other such issues. The seminar will be conducted in English; however, readings will include several original articles in Chinese. Permission of instructor required. *Dist: LIT; WCult: NW.* Mowry.

82. Chinese Calligraphy and Manuscript Culture: Orchid Pavillion
13F, 15S: 2A
As the most well-known masterpiece of Chinese calligraphy, the Orchid Pavillion by Wang Xizhi (Wang Hsi-chih), the Sage of Chinese Calligraphy, has become a unique epitome of Chinese art, culture and intellectual tradition. This advanced Chinese calligraphy seminar will investigate the contents, contexts and controversies of the art, culture, style and technique of the Orchid Pavillion. *Dist: ART; WCult: NW.* Xing.

83. Topics in Chinese Literature and Culture
*Not offered in the period from 13F through 15S*
*Key Concepts of Confucian and Daoist Philosophical Thought.* In this course, we will examine the imagery at the root of certain key concepts, such as the Way (dao), non-action (wu wei), the mind/heart (xin), energy/ether/breath (qi), in early Chinese philosophy, and explore the relationship between these images and the structure of early Chinese philosophical thought. Students will do readings in metaphor theory, as well as in early Chinese philosophical texts, such as the Analects, the Mencius, Laozi Daodejing, and Zhuangzi. Advanced level of Chinese is required. *Dist: LIT; WCult: NW.*

**HEBREW LANGUAGE AND LITERATURE**
1-2-3. First-Year Courses in Modern Hebrew
1. 13F, 14F: 2
2. 14W, 15W: 2
3. 14S, 15S: 2
An introduction to spoken and written Modern Israeli Hebrew (MIH). In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading comprehension, and listening comprehension. Mandatory student-run drill sessions meet four times/week for one hour (4 hours/week) for all beginning Hebrew language classes. *Never serve*
in partial satisfaction of Distributive or World Culture requirements. Ben Yehuda.

10. Introduction to Hebraic and Israeli Culture (Identical to AMES 17 and Jewish Studies 16)
14W, 15S: 10A
This course explores the interaction of Hebrew literature, film, music, religion, and society. For millennia, Hebrew has had a unique spiritual hold on both the Jewish and Christian identity. We will focus on the Bible as wisdom, law, and poetry, the Talmud of the ancient Rabbis, Kabbalah and Hebrew alphabet mysticism, war and the Israeli cinema, Hebrew folk and rock culture, and a modern political mystery: how today’s Hebrew created a new Jewish identity. Required for the major.
No knowledge of Hebrew is required. Dist: LIT; WCult: CI. Glinert.

21-22. Intermediate Modern Hebrew
21. 13F, 14F: Arrange
22. 14S, 15S: Arrange
Continued study of Modern Israeli Hebrew grammar and syntax. Emphasis is placed on acquisition of the spoken language and on listening and reading comprehension. The course includes selected readings from contemporary Hebrew authors.
Prerequisite: Hebrew 3 or permission of instructor. Dist: LIT; WCult: NW. Ben Yehuda.

23. Intermediate Modern Hebrew
Not offered in the period from 13F through 15S
Prerequisite: Hebrew 22 or permission of instructor. Dist: LIT; WCult: NW. Ben Yehuda.

31. Advanced Modern Hebrew
Not offered in the period from 13F through 15S
Prerequisite: Hebrew 23 or permission of instructor. Dist: LIT; WCult: NW. The staff.

32. Advanced Modern Hebrew
Not offered in the period from 13F through 15S
Prerequisite: Hebrew 31 or permission of instructor. Dist: LIT; WCult: NW. The staff.

33. Advanced Modern Hebrew
Not offered in the period from 13F through 15S
Prerequisite: Hebrew 32 or equivalent. Dist: LIT; WCult: NW. The staff.

51. The Hebrew of the Bible (Identical to Jewish Studies 24.1)
14W, 15W: Arrange
An introduction to the language of the Hebrew Bible. The course teaches basic Biblical grammar, script, and vocabulary for recognition. Readings will be taken from a sampling of Biblical texts. This course serves as a requirement for students wishing to major and minor in Hebrew language and literature. Dist: LIT; WCult: NW. Ben Yehuda.

52. Readings in Biblical Hebrew
Not offered in the period from 13F through 15S
This course is a follow-up to the introductory course Hebrew 51 “Hebrew of the Bible.” It offers readings in some well-known narrative, prophetic, and legal passages of the Bible, with further attention to Biblical grammar and vocabulary in the context of the texts being studied, as well as to literary genre and thematic content. Dist: LIT; WCult: NW. Ben Yehuda.

59. Independent Advanced Study in Hebrew Language and Literature All terms (except summer) subject to faculty availability: Arrange
Available to students who wish to do advanced or independent study in Hebrew. Hebrew 59 may be considered a non-language course with the approval of the advisor. The student must first submit a proposal to the Major/Minor advisor and the section faculty, before obtaining permission from the faculty member with whom he or she wishes to work. Dist: LIT; WCult: NW. Glinert.

Courses numbered 61 - 63 are literature-in-translation courses, not requiring Hebrew.

61. Topics in Modern Hebrew Literature and Culture
13F: 10A  15S: 2A
Emerging in 18th and 19th century Europe, Modern Hebrew literature produced the Hasidic anecdote and fable seeking to revitalize the religious Jewish masses; then the excited and tortured novels and poetry of Jewish intellectuals seeking to Westernize themselves while remaining true to their roots; and now, the radically different literature of contemporary Israel dealing with Zionism, modernity, the lonely individual, war and peace. Courses listed under Hebrew 61 are open to students of all classes.
In 13F and 15S, Film, Fiction, and the Arab-Israeli Conflict (Identical to Jewish Studies 42). This course explores Israeli cinema in the context of the social and historical backdrop of the Arab-Israeli conflict and the painful emergence of a new Jewish-Israeli identity in the shadow of the Holocaust and constant warfare. We will study a dozen films in depth, situate them in the evolution of an Israeli cinema, and consider the problems of turning fiction into film. Dist: LIT; WCult: CI. Glinert.

62. Topics in Classical Hebrew Literature and Culture
Not offered in the period from 13F through 15S
Classical Hebrew literature spans 3000 years, from the Biblical period until the advent of Jewish ‘modernity’ in the 18th-19th centuries, and reflects the lives and values of Jews in their ancient homeland and across the Ashkenazi and Sephardi diasporas. Among the outstanding products of this literature, whose effects on Jewish and Western civilization have been incalculable, are the Bible, the Midrash, and Talmud of late Antiquity. Medieval Hebrew genres include the theological and erotic poetry of Spain and Italy, the laments of the Crusades, the travelogue, ethical fables, philosophical essays, and Messianic folklore. Courses listed under Hebrew 62 are open to students of all classes.

**Midrash: How the Rabbis Interpreted the Bible** (Identical to Jewish Studies 24.3). Midrash is the ancient Jewish term for Biblical interpretation. We examine how the Bible was interpreted by the Rabbis 1500 to 2000 years ago, at the crucial juncture in history when the Bible was being canonized in the form it now has. We focus on powerful motifs such as Creation, the Flood, Jacob and Esau, the Sacrifice of Isaac, and the Exodus, and view them through two prisms: through a wide range of ancient Midrashic texts themselves; and through one influential modern Jewish literary reading of the Midrashic themes of Genesis. Dist: LIT; WCult: NW. Glinert.

63. Themes in Hebrew Literature and Culture
14F, 15W: 2A
Committed to tradition but irresistibly changing, Hebrew literature across the centuries has created a delicate set of modulations on major themes, which may be deemed leitmotifs of Jewish culture and which continue to surface even in secular Israel. Among them are love and the mystical eros, holy land and holy people, the sacrifice of Isaac and martyrdom, exile and the messiah. Courses listed under Hebrew 63 are open to students of all classes.

In 14F, **Jewish Humor and its Roots: Rabbis, Rogues, and Schlemiels** (Identical to Jewish Studies 24.2). What is Jewish humor, what are its roots, and what can it begin to tell us about Jewish society, its values and its self-image? Using Freudian and other humor theory, we examine 2000 years of Hebrew comedy and satire, from the Bible to contemporary Israel, in such genres as short stories, jokes, and strip cartoons, and its relationship to American Jewish humor. Dist: LIT. WCult: W. Glinert.

In 15W, **Songs of the Jewish People**.
The songs of the Jewish people capture over a millennium of Jewish life. Using YouTube, DVDs, and the Dartmouth Jewish Sound Archive, the world’s largest on-line resource for Jewish song (predominantly Hebrew but also in Yiddish, Ladino, English and other languages), we will identify major textual themes and genres, and explore musical forms and genres, performance and setting in Jewish life (such as Sephardic maqam, Hasidic niggun, contemporary Orthodox-American folk). We will also consider how the Jewish people have perceived their songs in terms of folk, pop and classic, sacred and secular, traditional and
innovation. Dist: ART; WCult: NW. Glinert

Courses numbered 81 or above are advanced seminar courses.

81. Topics in Hebrew Literature and Culture
Not offered in the period from 13F through 15S

JAPANESE LANGUAGE AND LITERATURE
1-2-3. First-Year Courses in Japanese
1. 13F, 14F: 9S, 9S
2. 14W, 15W: 9S, 9S
3. 14S, 15S: 9S, 9S
An introduction to written and spoken modern Japanese. In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading comprehension, and listening comprehension. Conversational drill and comprehensive exercises in classroom and laboratory provide practice in pronunciation and the use of the basic patterns of speech. Classes are conducted in Japanese. Reading in simple materials is extensive. Mandatory student-run drill sessions meet four times a week for fifty minutes for all beginning Japanese language classes. Never serve in partial satisfaction of Distributive or World Culture requirements. Ishida, Watanabe.

10. Introduction to Japanese Culture (Identical to AMES 13)
14S, 15S: 11
Japanese cultural history through a broad survey of literature, art, social and political institutions, and popular culture. Modern conceptions of Japan and formations of Japanese identity have evolved under the pressures created by radical swings between periods of wholesale appropriation of foreign cultural forms and periods of extreme isolation. The course will trace the evolution of Japanese culture by examining the ways in which cultural archetypes are distinguished in Japan. Taught in English. Open to all classes. Required for the LSA+, major and minor. Dist: LIT; WCult: CI. Dorsey.

11. Special Topics in Japanese Studies

A continuation of the fundamentals of grammar and further acquisition of spoken communication skills, aural comprehension, and proficiency in reading and writing. This is an intensive course that integrates homestays and the local environment into course materials. Students will be expected to master a wide variety of reading and video materials. WCult: NW. Dorsey.
31. Advanced Japanese
13F, 14F: 11
A progression of materials from Japanese 23. Intensive review and continued study of modern Japanese at the advanced level. Conversation skills will continue to be an important aspect of this course, but more emphasis will be placed on reading and writing skills. Reading materials will be drawn from current newspapers, contemporary fiction, essays from journals, and excerpts from poetry. Short audiovisual selections will be used as well. Assigned work includes written compositions and oral presentations.
Prerequisite: Japanese 23 or permission of instructor. Dist: LIT; WCult: NW.
Ishida.

32. Advanced Japanese
15W: 11
A progression of materials from Japanese 31. A variation of materials used in Japanese 31. Note: Although the materials used in this course differ from the materials used in Japanese 31, the general level of proficiency required to enroll in either Japanese 31 or 32 is roughly equivalent. Students may take Japanese 32 even if they have been unable to enroll in Japanese 31.
Prerequisite: Japanese 31 or permission of instructor. Dist: LIT; WCult: NW.
Watanabe.

33. Advanced Japanese
14S: 10 15S: 11
A continuation and progression of materials used in Japanese 31 and 32. Note: the level of proficiency required to enroll in Japanese 33 is higher than the proficiency required for either Japanese 31 or 32.
Prerequisite: Japanese 32 or permission of instructor. Dist: LIT; WCult: NW.
Ishida.

41. Advanced Japanese
13F, 14F: 11
A variation of materials used in Japanese 33. Note: although the materials used in this course differ from the materials used in Japanese 33, the general level of proficiency required to enroll in either Japanese 33 or 41 is roughly equivalent. Students may take Japanese 41 even if they have been unable to enroll in Japanese 33.
Prerequisite: Two third-year level Japanese courses, or permission of the instructor. Dist: LIT; WCult: NW.
Watanabe.

42. Advanced Japanese
14W, 15W: 2
A progression of materials from Japanese 41. Designed to develop mastery of the spoken and written language. Assigned work includes written compositions
and oral presentations.  
Prerequisite: Japanese 41 or permission of the instructor.  

*Dist: LIT; WCult: NW.* Dorsey, the staff.

43. Advanced Japanese  
14S, 15S: 2  
Prerequisite: Japanese 41 or 42, or permission of the instructor.  

*Dist: LIT; WCult: NW.* Watanabe, Dorsey.

59. Independent Advanced Study in Japanese Language and Literature  
All terms except summer: Arrange  
Available to students who wish to do advanced or independent study in Japanese.  
The student must first submit a proposal to the Major/Minor advisor, and the  
section faculty, before obtaining permission from the faculty member with whom  
he or she wishes to work.  

*Dist: LIT; WCult: NW.* Dorsey.

Courses numbered 61-63 are literature-in-translation courses, not requiring  
Japanese.

61. Topics in 20th Century Japanese Literature and Culture  
13F: 10A 14W: 2A 14S: 12  
Classes offered under this rubric deal with major figures, themes, or issues of  
twentieth-century Japanese literature, popular culture, and intellectual history.  
Techniques of critical reading and interpretation are studied as an integral part of  
these courses, which reflect the interests and expertise of the teaching staff.  
Since each offering is based on a particular theme or period, students may take  
this course more than once. Courses listed under Japanese 61 are open to  
students of all classes.  
In 13F, *The Culture of Anime and Manga* (identical to Comparative  
Literature 40.02). This course explores various analytic frameworks for  
understanding Japanese manga and anime as sociocultural phenomena. From a  
cultural anthropological perspective, we want to understand how manga and  
anime texts constitute a 'culture' in a distinctive way and how it relates to existing  
sociohistorical conditions and aesthetic traditions. We may also call this culture  
'otaku culture,' in so far as this is how some of its participants and observers  
habitually describe it today. Contemporary otaku cultural experience and  
sensibility touch on a wide variety of issues and ideas including nationalism,  
globalization, locality, technology, gender, subjectivity, postwar history, death, the  
human, the animal, and the inanimate. As such, the culture of anime and manga  
is not simply a convenient window through which to explore ‘Japanese culture’  
but is itself a heterogeneous site of cultural action, norms, desires, aesthetics,  
economy, and politics.  

*Dist: LIT; WCult: NW.* Nozawa.

In 14W, *Everyday Life and Memory in Postwar Japan*. This course examines  
diverse techniques of memory-making in postwar Japan. In particular, we will be
interested in the personal, everyday, and affective dimensions of memory-making practices and narratives. How does history look like when viewed through the lens of everyday practices and personal desires? How should we account for the relationship between macrohistories of social groups and microhistories of personal, idiosyncratic experience? Drawing on social history, cultural anthropology, studies in autobiography, and material culture studies, we explore diverse topics such as: postwar/postcolonial politics of memory; life history writing; trauma and healing; archives, monuments, and mementos; nostalgia; funerary practices. Dist:LIT; WCult: NW. Nozawa.

In 14S, The Politics of Language in Modern Japan. This course examines linguistic practice as a mediator of sociopolitical interests in contemporary Japan. Drawing on linguistic anthropology, sociolinguistics, literary studies, and semiotics, we seek to understand complex conditions of power relations that shape and are shaped by the way people in Japan communicate (‘pragmatics’) and reflexively talk about communication (‘meta-pragmatics’). Our basic aim is to analytically delineate the meta-pragmatic/ hegemonic stereotype of Japan as a homogeneous ethnolinguistic community and to consider critical alternatives to it. We will explore ethnographic accounts of heterogeneous sites of language-in-use, and address issues such as language standardization, globalization, gender and race relations, subcultures, affect, and political economy. Dist: LIT; WCult: NW. Nozawa.

62. Topics in Early Modern Japanese Literature and Culture

Not offered in the period from 13F through 15S

Classes offered under this rubric explore the emergence of modern Japan between the years 1600 and 1900 through an examination of literature, popular culture, and intellectual history. Techniques of critical reading and interpretation are studied as an integral part of these courses, which reflect the interests and expertise of the teaching staff. Since each offering is based on a particular theme or period, students may take this course more than once. Courses listed under Japanese 62 are open to students of all classes.

Dist: LIT; WCult: NW.

63. Topics in Classical Japanese Literature and Culture

Not offered in the period from 13F through 15S

Classes offered under this rubric will explore key developments in the cultural history of Japan between the years 700 and 1600 through a close examination of literary artifacts. Techniques of critical reading and interpretation are studied as an integral part of these courses, which reflect the interests and expertise of the teaching staff. Since each offering is based on a particular theme or period, students may take this course more than once. Courses listed under Japanese 63 are open to students of all classes.

Dist: LIT; WCult: NW.
Courses numbered 81 or above are advanced seminar courses.

81. Topics in Japanese Literature and Culture
*Not offered in the period from 13F through 15S*
This seminar is designed to examine closely literary and cultural texts employing theoretical and historical sources. Topics vary according to instructor, but might range from studies of single authors to broader comparative themes, where students will be urged to incorporate readings in the original language.
*Dist: LIT; WCult: NW.*