

## **East Asian Studies Undergraduate Course List for 2025-2026** **As of 4/15/2025**

Some of the information contained here may have changed since the time of publication. Always check with the department under which the course is listed, or on Yale University Course Search found at <https://courses.yale.edu/> to see whether the courses you are interested in are still being offered and that the times have not changed.

Courses not listed here may also apply to the major with permission of the DUS. The final paper in the course must be on East Asia. Please contact the DUS or Registrar if you have questions.

Please note that course numbers listed with an "a" are offered in the 2025 fall term and those with a "b" are offered in the 2026 spring term.

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### **ANTHROPOLOGY & ARCHAEOLOGICAL STUDIES**

#### **ANTH 3297a/ARCG 3297a**

Seminar, Pre-Modern  
T 9.25-11.15

#### **Archaeology of East Asia**

This interdisciplinary seminar explores the ways early East Asian cultures represented the human face and form. Elite individuals and deities are rarely represented in East Asian visual culture before the entrance of Buddhism into China at the end of the first millennium BCE. The fact that the earliest cultures of China, Korea, and Japan did not prioritize realistic representation of elite human bodies remains a major point of contrast vis-à-vis other early civilizations. Focusing on excavated materials, this seminar covers ways in which these cultures portrayed the human (or human-like) face and body, primarily from Paleolithic through late Bronze Age contexts, highlighting how the entrance of Buddhist iconographic traditions radically shifted local contexts in the second half of the course. In addition to challenging students to reevaluate their preconceptions of what kinds of objects should center art historical canons, this course provides firm grounding in the formation of social complexity and other themes foundational to anthropological study of the pre- and early history of China, Korea, and Japan. *All core readings are in English, but students with proficiency in East Asian languages are provided with relevant resources.*

#### **ANTH 3820b**

Seminar, Pre-Modern  
M 9.25-11.15

#### **Contemporary China through Ethnography and Film**

Yukiko Koga

This course introduces students to contemporary China through ethnography and film. Global political economic forces are dramatically reshaping the Chinese landscape—by the end of next decade more than half of its 1.3 billion people will live in cities. The China of today is unfolding within these cities, where generational change and social disparities are sharpened, new consumption patterns and identities take shape, and conflicts among the city-dwellers, nouveau riche, and labor migrants play out. The ethnographic texts and films in this course capture how these changes are experienced in everyday life. We examine the lure and disillusionment of “modern life,” a buzzword in today’s China, and how the major socio-economic and cultural transformations of the present relate to the past. *Instructor permission required.*

#### **ANTH 4120b/EAST 4120b**

Seminar  
HTBA

#### **Islam and Communist Modernities in Central Asia and Xinjiang** Usmon Boron

In the early 20th century, Central Asia and Xinjiang—two Muslim-majority regions with a shared history—fell under the rule of two communist states, the USSR and China. Both states facilitated the emergence of local nations while launching aggressive secularization policies aimed at suppressing local Islamic beliefs and practices. This course takes a comparative approach to the interwoven trajectories of Islam, nation-building, and secularization in Central Asia and Xinjiang. In so doing, it pursues two overarching objectives. The first is to trace the major historical events that have shaped these regions since the late 19th century. The second is to examine the main theoretical frameworks scholars have employed to better understand these historical transformations. Key conceptual questions explored in this course include: What is nationalism and how did Central Asian nations emerge? What is Islam as an object of scholarly inquiry? What is secularism, and how does it shape and regulate religion? How did Soviet and Chinese secularization campaigns transfigure Islam in Central Asia and Xinjiang? What forces facilitate the ongoing ethnocide of the Uyghurs in Xinjiang?

**ANTH 4121a/EAST 4121a**

Seminar

M 3.30-5.20

**Asian Foodways in the “Anthropocene”**

Sheng Long

Together with other creatures on the earth, we have formed food chains. In the “Anthropocene,” people have discovered food, improved it, and lived with it. The rich and varied definitions of food have also enabled humans, the animal at the top of the food chains, to create many new ones. Food enters and becomes a part of the human body; in other words, the food we consume has become ourselves. How we define food also determines the way in which we relate to other living beings. We will explore cultural practices of food chains in East Asian societies, with a focus on China, Japan, and South Korea. class will guide students to think about the origins, production, and creation of food, as well as the politics, ethics, and technologies that are intertwined with the circulation of food. By reading ethnographies of food, this class provides students with the theoretical and methodological means to observe and analyze perhaps the most common thing in life. Food is not just a static object, but part of the global food chains that are constantly circulating, and part of the circulation with the human body.

**ANTH 4122a/EAST 4122a**

Seminar

T,Th 11.35-12.50

**The Rise of Biosovereignty: Biopolitics, Technology, and Governance**

Hyemin Lee

This seminar critically explores the concept of “biosovereignty”—a framework of ideas and practices through which the state safeguards and utilizes biological resources—to examine how East Asian countries have conceptualized and governed “life” through science and technology. Through this seminar, the goal is to develop a critical understanding of “biosovereignty” and to use the concept to analyze how East Asian states have perceived “life” and “life forms” as assets and properties, as well as to discuss the stakes and implications of their biosovereignty practices. Themes such as the genetic makeup of crops, traditional medicines, seed wars, stem cells, pandemics, and human DNA inform our discussions. We also discuss how international political organizations envision biosovereignty through international treaties and projects.

**ANTH 4824a/EAST 3122a**

Seminar

M 9.25-11.15

**Politics of Memory**

Yukiko Koga

This course explores the role of memory as a social, cultural, and political force in contemporary society. How societies remember difficult pasts has become a contested site for negotiating the present. Through the lens of memory, we examine complex roles that our relationships to difficult pasts play in navigating issues we face today. This course explores this politics of memory that takes place in the realm of popular culture and public space. The class asks such questions as: How do you represent difficult and contested pasts? What does it mean to enable long-silenced victims’ voices to be heard? What are the consequences of re-narrating the past by highlighting past injuries and trauma? Does memory work heal or open wounds of a society and a nation? Through examples drawn from the Holocaust, the atomic bombing in Hiroshima, the Vietnam War, genocide in Indonesia and massacres in Lebanon, to debates on confederacy statues, slavery, and lynching in the US, this course approaches these questions through an anthropological exploration of concepts such as memory, trauma, mourning, silence, voice, testimony, and victimhood. *Instructor permission required.*

**COMPARATIVE LITERATURE****CPLT 0310/EALL 0200a/****HUMS 0240a**

First-Year Seminar, Pre-Modern

MW 1.00-2.15

**Six Global Perspectives on Poetry**

Luke Bender

This first-year seminar in the Six Global Perspectives series offers an introduction to college-level Humanities courses. We read six poems that are considered among the greatest in their very different cultural traditions. By filling in how each of these traditions understood the art of poetry, we consider the ways that verse, across cultures and historical eras, has allowed authors to navigate the challenging relationship between the universal and the particular. We make extensive use of Yale’s rich manuscript archives, historical object collections, and art galleries, and we devote sustained attention to improving academic writing skills. Friday lab sessions alternate between writing workshops and field trips to Yale collections. *Enrollment limited to first-year students. Students enroll concurrently with HUMS 0299: Six Global Perspectives Lab.*



## EAST ASIAN LANGUAGES & LITERATURES

- EALL 0100a** **The Story of the Stone (or The Dream of the Red Chamber)** Tina Lu  
First-Year Seminar  
W 1.30-3.20  
We read together in translation the entirety of the 120-chapter novel, arguably the most celebrated fiction in Chinese. Students learn about the novel's eighteenth-century context and its publication history. We visit the Yale University Art Gallery to look at and handle objects much like those described in the novel. We also visit the Beinecke to see early copies of the novel. This class is an introduction to Chinese and literary studies. *Enrollment limited to first-year students.*
- EALL 0200a/CPLT 0310/  
HUMS 0240a** **Six Global Perspectives on Poetry** Luke Bender  
First-Year Seminar, Pre-Modern  
MW 1.00-2.15  
This first-year seminar in the Six Global Perspectives series offers an introduction to college-level Humanities courses. We read six poems that are considered among the greatest in their very different cultural traditions. By filling in how each of these traditions understood the art of poetry, we consider the ways that verse, across cultures and historical eras, has allowed authors to navigate the challenging relationship between the universal and the particular. We make extensive use of Yale's rich manuscript archives, historical object collections, and art galleries, and we devote sustained attention to improving academic writing skills. Friday lab sessions alternate between writing workshops and field trips to Yale collections. *Enrollment limited to first-year students. Students enroll concurrently with HUMS 0299: Six Global Perspectives Lab.*
- EALL 2000a/CHNS 2000a/  
EAST 2202a/HUMS 4527a** **The Chinese Tradition** Luke Bender  
Lecture, Pre-Modern  
MW 10.30-11.20  
An introduction to the literature, culture, and thought of pre-modern China, from the beginnings of the written record to the turn of the twentieth century. Close study of textual and visual primary sources, with attention to their historical and cultural backdrops. *Students enrolled in CHNS 2000 join a weekly Mandarin-language discussion section. No knowledge of Chinese required for students enrolled in EALL 2000. Students enrolled in CHNS 2000 must have L5 proficiency in Mandarin or permission of the course instructor.*
- EALL 2670a** **Japan's Global Modernisms: 1880-1980** Rosa van Hensbergen  
Seminar  
HTBA  
This course is an introduction to Japanese literature from the 1880s to 1980s. Our reading is guided by a different "ism" each week, from 19th-century eroticism and exoticism, through mid-century cosmopolitanism and colonialism, to second-wave feminism and existentialism in the wake of World War II. These distinct moments in the development of Japanese modernism (*modanizumu*) are shaped by encounters with foreign cultures, and by the importing of foreign ideas and vogues. All the same, we question—along with modernist writer Yū Ryūtanji—the “critique that says *modanizumu* is nothing more than the latest display of imported cosmetics” (1930). We seek to develop a correspondingly nuanced picture of the specific and changing ways in which Japan understood and figured its relationship to the rest of the world through the course of a century. *All readings are in translation, however there is opportunity to read short stories in the original language.*
- EALL 2850b/EAST 4221b** **100 Years of Japanese Pop Literature** Luciana Sanga  
Seminar  
HTBA  
We cover a variety of genres, from historical fiction to light novels, and authors ranging from Edogawa Rampo to Murakami Haruki. We analyze these works against the literary and socio-historical context of Japan and consider questions of canon formation, literary taste and value(s), and the concept of genre. Occasionally we discuss highbrow or canonical texts and interrogate the validity of the highbrow/popular distinction. *All texts are available in English, no prior knowledge of Japanese or Japan is needed. Instructor permission required.*
- EALL 2860b/EAST 4222b** **Reading and Translating Modern Japanese Literature** Luciana Sanga  
Seminar  
HTBA  
In this class, we read Natsume Sōseki's canonical 1908 novel *Sanshirō* in its original Japanese. One of the most beloved works of modern Japanese literature, *Sanshirō* features an eponymous protagonist struggling to navigate college life, love, and friendship. I provide vocabulary lists as well as the historical background necessary to understanding the text, with a focus on its format as a newspaper serialization. Students are expected to come to class having carefully read the assigned chapter. We translate selected passages into English and discuss the text in the context of its initial publication venue and beyond. Students gain a deep understanding of this

Japanese classic and become more aware of some recurrent challenges in translating Japanese into English. *Prerequisite: third year Japanese or equivalent. Graduate students from any discipline who wish to take the class should email the instructor. Instructor permission required.*

**EALL 3000a/EAST 3222a**

**Sinological Methods**

Pauline Lin

Seminar

F 9.25-11.15

A research course designed for graduate and advanced undergraduate students working on early, imperial or modern China in preparation for their theses. Students use their own research topic as a focus to explore and utilize the wealth of primary sources and tools available in China, Japan, and the West. As a group, we learn about the history of Chinese book collecting, classification of knowledge, the compilation of the encyclopedia *Gujin tushu jicheng* and the canon *Siku quanshu*, as well as the darker aspects of censorship from ancient times to the present. For native speakers of Chinese, the course includes secondary literature in English and instruction in professional writing in English about China. Other topics include Chinese bibliographies, bibliophiles' notes, specialized dictionaries, maps and geographical gazetteers, textual editions, genealogies and biographical sources, archaeological and visual materials, major Chinese encyclopedias, compendia, and databases, and evaluating variations and reliability. The course is supplemented by materials from the Beinecke rare books collection. *Prerequisite: CHNS 1710 or equivalent.*

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**CHINESE**

**CHNS 1100a**

**Elementary Modern Chinese I (L1)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.25, 2.30-3.20

Intended for students with no background in Chinese. An intensive course with emphasis on spoken language and drills. Pronunciation, grammatical analysis, conversation practice, and introduction to reading and writing Chinese characters. *This course meets during reading period.*

**CHNS 1120a**

**Elementary Modern Chinese for Heritage Speakers (L1)**

M-F 9.25-10.15, 10.30-11.20

First level of the advanced learner sequence. Intended for students with some aural proficiency but very limited ability in reading and writing Chinese. Training in listening and speaking, with emphasis on reading and writing. *Placement confirmed by placement test and by instructor.*

**CHNS 1200b**

**Elementary Modern Chinese II (L2)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.25

Continuation of CHNS 1100. *After CHNS 1100 or equivalent. This course meets during reading period.*

**CHNS 1220b**

**Elementary Modern Chinese for Heritage Speakers (L2)**

M-F 10.30-11.20, 11.35-12.25

Continuation of CHNS 1120. *After CHNS 1120 or equivalent.*

**CHNS 1300a**

**Intermediate Modern Chinese I (L3)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.25

An intermediate course that continues intensive training in listening, speaking, reading, and writing and consolidates achievements from the first year of study. Students improve oral fluency, study more complex grammatical structures, and enlarge both reading and writing vocabulary. *After CHNS 1200 or equivalent.*

**CHNS 1320a**

**Intermediate Modern Chinese for Heritage Speakers (L3)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.25

The second level of the advanced learner sequence. Intended for students with intermediate oral proficiency and elementary reading and writing proficiency. Students receive intensive training in listening, speaking, reading, and writing, supplemented by audio and video materials. The objective of the course is to balance these four skills and work toward attaining an advanced level in all of them. *Prerequisite: CHNS 1220b or equivalent. This course meets during reading period.*

**CHNS 1400b**

**Intermediate Modern Chinese II (L4)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.25

Continuation of CHNS 1300. To be followed by CHNS 1500. *After CHNS 1300 or equivalent. This course meets during reading period.*

**CHNS 1420b**

**Intermediate Modern Chinese for Heritage Speakers (L4)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.25

Continuation of CHNS 1320. *After CHNS 1320 or equivalent.*

**CHNS 1500a Advanced Modern Chinese I (L5)**

MWF 9.25-10.15, 10.30-11.20, 11.35-12.25

Third level of the standard foundational sequence of modern Chinese, with study in speaking, listening, reading, and writing. Use of audiovisual materials, oral presentations, skits, and longer and more frequent writing assignments to assimilate more sophisticated grammatical structures. Further introduction to a wide variety of written forms and styles. Use of both traditional and simplified forms of Chinese characters. *After CHNS 1400 or equivalent.*

**CHNS 1510b Advanced Modern Chinese II (L5)**

MWF 9.25-10.15, 10.30-11.20, 11.35-12.25

Continuation of CHNS 1500. *After CHNS 1500 or equivalent.*

**CHNS 1520a Advanced Modern Chinese for Heritage Speakers (L5)**

MWF 9.25-10.15, 10.30-11.20, 11.35-12.25

This course is intended for heritage speakers with intermediate high to advanced low speaking and listening skills and with intermediate reading and writing skills. The class follows CHNS 1420 in the heritage track. The goal of the course is to help students effectively expand their skills in reading and writing while concurrently addressing the need to improve their listening and oral skills in formal environments. The materials cover a variety of topics relating to Chinese culture, society, and cultural differences, supplemented with authentic video materials. *Prerequisite: CHNS 1420 or equivalent.*

**CHNS 1530b Advanced Modern Chinese for Heritage Speakers (L5)**

Peisong Xu

MWF 10.30-11.20

This course is intended for heritage speakers at the low advanced level with advanced low speaking and listening skills and with intermediate high to advanced low reading and writing proficiency. This course follows CHNS 1520 in the heritage track. The goal of the course is to help students effectively expand their skills in reading and writing while concurrently addressing the need to improve their listening and oral skills in formal environments. The materials cover a variety of topics relating to Chinese culture, society, and cultural differences, supplemented with authentic video materials. *After CHNS 1520, CHNS 1560, or equivalent.*

**CHNS 1560a or 1570b Advanced Modern Chinese through Film for Heritage Speakers (L5)**

T,Th 9.00-10.15

Ninghui Liang

This course is designed to consolidate students' grasp of the language through the use of films, TV programs, videos on social media, and authentic written materials. Activities include presentations, group discussions, written assignments, and projects. Open to heritage learners with intermediate to advanced oral proficiency and intermediate-low reading and writing proficiency. *After CHNS 1420 or equivalent.*

**CHNS 1580a Advanced Modern Chinese III through Films and Stories (L5)**

MWF 9.25-10.15, 10.30-11.20, 11.35-12.25

Fourth level of the standard foundational sequence of modern Chinese, with study in speaking, listening, reading, and writing. Readings in a wide range of subjects form the basis of discussion and other activities. Students consolidate their skills, especially speaking proficiency, at an advanced level. Materials use both simplified and traditional characters. *After CHNS 1510 or equivalent.*

**CHNS 1590b Advanced Modern Chinese IV through Films and Stories (L5)**

MWF 9.25-10.15, 10.30-11.20, 11.35-12.25

Continuation of CHNS 1580. *After CHNS 1580 or equivalent.*

**CHNS 1610b Chinese for the Food Culture of China (L5)**

Fan Liu

MW 9.00-10.15

This course aims to improve advanced-level Chinese learners' conversational, reading, and writing skills by engaging them with diverse topics related to Chinese food and food culture. The class is suitable for students who have completed CHNS 1530, 1570, 1590, or the equivalent of one of these classes elsewhere. Through readings, lectures, discussion, video screenings, and interviews, students explore China's food culture through these topics: 1) Chinese culinary history; 2) Regional specialties; 3) Chinese food in the context of globalization; 4) Food safety and environmental protection; 5) Food and health. *After CHNS 1530, 1570, 1590, or equivalent. Instructor permission required.*

**CHNS 1620a Advanced Chinese through History and Culture (L5)**

Rongzhen Li

T,Th 11.35-12.50

This course is intended for both heritage and non-heritage learners with advanced proficiency. Students develop sophisticated language skills through working with authentic written materials, images, and videos concerning historical events, historical figures, artists, writers, and philosophers. Activities include working with translation tools, discussions, debates, presentations, oral and written exercises on platforms such as Playposit and Perusall, and collaborative projects. *After CHNS 1530, CHNS 1570, CHNS 1590, or equivalent.*

- CHNS 1640a** **Chinese for Reading Contemporary Fiction (L5)** Wei Su  
MW 11.35-12.50 or T,Th 11.35-12.50  
Selected readings in Chinese fiction of the 1980s and 1990s for the purpose of developing advanced language skills in reading, speaking, and writing. *After* CHNS 1530, CHNS 1570, CHNS 1590, *or equivalent*.
- CHNS 1650b** **Readings in Modern Chinese Fiction (L5)** Wei Su  
T,Th 11.35-12.50  
We read and discuss modern short stories, most written prior to 1949, for the purpose of developing advanced language skills in reading, speaking, and writing. *After* CHNS 1530, CHNS 1570, CHNS 1590, *or equivalent*.
- CHNS 1660a or 1670b** **Chinese for Current Affairs (L5)**  
MW 11.35-12.50 or T,Th 9.00-10.15  
Advanced language course with a focus on speaking and writing in formal styles. Current affairs are used as a vehicle to help students learn advanced vocabulary, idiomatic expressions, complex sentence structures, news writing styles and formal stylistic register. Materials include texts and videos selected from news media worldwide to improve students' language proficiency for sophisticated communications on a wide range of topics. *After* CHNS 1530, CHNS 1570, or CHNS 1590.
- CHNS 1680a or 1690b** **Chinese for Global Enterprises (L5)** Haiwen Wang  
MW 1.00-2.15  
Advanced language course with a focus on Chinese business terminology and discourse. Discussion of China's economic and management reforms, marketing, economic laws, business culture and customs, and economic relations with other countries. Case studies from international enterprises that have successfully entered the Chinese market. *After* CHNS 1530, CHNS 1570, CHNS 1590 *or equivalent*.
- CHNS 1700a** **Introduction to Literary Chinese I (L5)** Pauline Lin  
Pre-Modern  
T,Th 11.35-12.50  
Reading and interpretation of texts in various styles of literary Chinese (*wenyan*), with attention to basic problems of syntax and literary style. *Course conducted in English. After* CHNS 1510, CHNS 1530, CHNS 1570 *or equivalent*.
- CHNS 1710b** **Introduction to Literary Chinese II (L5)** Pauline Lin  
Pre-Modern  
T,Th 11.35-12.50  
Continuation of CHNS 170. *After* CHNS 1700, *or equivalent*.
- CHNS 1720a** **Chinese for Scholarly Conversation (L5)** Yu-Lin Saussy  
MW 2.30-3.45  
This course aims to bring students to advanced competence in all aspects of modern Chinese, and prepare students for advanced research or employment in a variety of China-related fields. Materials include readings on contemporary social, cultural, and political issues, which are written by prominent scholar writers in related fields. This level is suitable for students who have had four years of college Chinese prior to attending, or who have taken three years of an accelerated program meant for heritage speakers. *Prerequisite:* CHNS 1530, CHNS 1570, CHNS 1590, *or equivalent, or permission of instructor*.
- CHNS 2000a/EALL 2000a/  
EAST 2202a/HUMS 4527a** **The Chinese Tradition** Luke Bender  
Lecture, Pre-Modern  
MW 10.30-11.20  
An introduction to the literature, culture, and thought of pre-modern China, from the beginnings of the written record to the turn of the twentieth century. Close study of textual and visual primary sources, with attention to their historical and cultural backdrops. *Students enrolled in CHNS 2000 join a weekly Mandarin-language discussion section. No knowledge of Chinese required for students enrolled in EALL 2000. Students enrolled in CHNS 2000 must have L5 proficiency in Mandarin or permission of the course instructor.*

## **JAPANESE**

- JAPN 1100a** **Elementary Japanese I (L1)**  
M-F 9.25-10.15, 10.30-11.20, 11.35-12.25  
Introductory course for students with no previous background in Japanese. Development of proficiency in listening, speaking, reading, and writing, including hiragana, katakana, and kanji characters. Introduction to Japanese culture and society. Individual tutorial sessions to improve oral communication skills. *This course meets during reading period.*

**JAPN 1200b Elementary Japanese II (L2)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.25

Continuation of JAPN 1100, with additional supplementary materials such as excerpts from television shows, anime, and songs. Introduction of 150 additional kanji. *After JAPN 1100 or equivalent. This course meets during reading period.*

**JAPN 1300a Intermediate Japanese I (L3)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.25

Continued development in both written and spoken Japanese. Aspects of Japanese culture, such as history, art, religion, and cuisine, explored through text, film, and animation. Online audio and visual aids facilitate listening, as well as the learning of grammar and kanji. Individual tutorial sessions improve conversational skills. *After JAPN 1200 or equivalent. This course meets during reading period.*

**JAPN 1400b Intermediate Japanese II (L4)**

M-F 9.25-10.15, 10.30-11.20

Continuation of JAPN 1300. *After JAPN 1300 or equivalent. This course meets during reading period.*

**JAPN 1500a Advanced Japanese I (L5)**

MW or T,Th 11.35-12.50

Mika Yamaguchi

Advanced language course that further develops proficiency in reading, writing, speaking, and listening of Japanese. Discussion topics include a variety of Japanese culture and society, such as food, religion, and pop-culture. Individual tutorial sessions to improve oral communication skills. *After JAPN 1400 or equivalent. This course meets during reading period.*

**JAPN 1510b Advanced Japanese II (L5)**

T,Th 2.30-3.45

Continuation of JAPN 1500. *After JAPN 1500 or equivalent. This course meets during reading period.*

**JAPN 1560a Advanced Japanese III (L5)**

T,Th 2.30-3.45

Hiroyo Nishimura

Close reading of modern Japanese writing on current affairs, social science, history, and literature. Development of speaking and writing skills in academic settings, including formal speeches, interviews, discussions, letters, e-mail, and expository writing. Interviews of and discussions with native speakers on current issues. Individual tutorial sessions provide speaking practice. *After JAPN 1510 or equivalent. This course meets during reading period.*

**JAPN 1570b Advanced Japanese IV (L5)**

T,Th 2.30-3.45

Continuation of JAPN 1560. *After JAPN 1560 or equivalent.*

**JAPN 1700a Introduction to Literary Japanese (L5)**

Pre-Modern

T,Th 9.00-10.15

Yoshitaka Yamamoto

Introduction to the grammar and style of the pre-modern literary language (*bungotai*) through a variety of texts. *After JAPN 1510 or equivalent.*

**JAPN 1710b Readings in Literary Japanese (L5)**

Pre-Modern

T,Th 11.35-12.50

Close analytical reading of a selection of texts from the Nara through the Tokugawa periods: prose, poetry, and various genres. Introduction to *kanbun*. *After JAPN 1700 or equivalent.*

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**KOREAN****KREN 1100a Elementary Korean I (L1)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.15

A beginning course in modern Korean. Pronunciation, lectures on grammar, conversation practice, and introduction to the writing system (*Hankul*).

**KREN 1200b Elementary Korean II (L2)**

M-F 9.25-10.15, 10.30-11.20, 11.35-12.25

Continuation of KREN 1100. *After KREN 1100 or equivalent. This course meets during reading period.*

- KREN 1300a** **Intermediate Korean I (L3)**  
M-F 9.25-10.15, 10.30-11.20  
Continued development of skills in modern Korean, spoken and written, leading to intermediate-level proficiency.  
*After KREN 1200 or equivalent.*
- KREN 1320a** **Intermediate Korean for Advanced Learners I (L3)**  
M-F 9.25-10.15, 11.35-12.25  
Intended for students with some oral proficiency but little or no training in *Hankul*. Focus on grammatical analysis, the standard spoken language, and intensive training in reading and writing.
- KREN 1400b** **Intermediate Korean II (L4)**  
M-F 10.30-11.20, 11.35-12.25  
Continuation of KREN 1300. *After KREN 1300 or equivalent. This course meets during reading period.*
- KREN 1420b** **Intermediate Korean for Advanced Learners II (L4)**  
M-F 9.25-10.15  
Continuation of KREN 1320. *After KREN 1320 or equivalent. This course meets during reading period.*
- KREN 1500a** **Advanced Korean I: Korean Language and Culture through K-Pop Music (L5)**  
MWF 11.35-12.25 Angela Lee-Smith  
An advanced language course with emphasis on developing vocabulary and grammar, practice reading comprehension, speaking on a variety of topics, and writing in both formal and informal styles. Use storytelling, discussion, peer group activities, audio and written journals, oral presentations, and supplemental audiovisual materials and texts in class. Intended for nonheritage speakers. *After KREN 1400 or equivalent.*
- KREN 1510b** **Advanced Korean II: Language and Culture through Media (L5)**  
MWF 11.35-12.25  
This course is content and project-based to further develop integrated language skills-spoken and written, including grammar and vocabulary, as well as intercultural competence through Korean media. Through a variety of media, such as print media, publishing, digital media, cinema, broadcasting (radio, television, podcasting), and advertising, students explore and reflect on a wide range of topics and perspectives in Korean culture and society. The course learning activities include interactive, interpretive, and presentational communication; critical analysis; creative and authentic language applications in formal/informal contexts. *After KREN 1500 or equivalent.*
- KREN 1520a** **Advanced Korean III: Contemporary Life in Korea (L5)** Hyunsung Lim  
MWF 9.25-10.15, 10.30-11.20  
This course is an advanced language course designed to further develop language skills through topics related to contemporary Korea, including lifestyle, society, culture, and literature, supplemented with authentic media materials. This course aims to expand students' understanding of Korea while enhancing their multiliteracy. *Intended for both non-heritage speakers and heritage speakers. Prerequisite: After KREN 1420 or KREN 1510, or equivalent.*
- KREN 1530b** **Advanced Korean IV: Korean Sociocultural Practices and Perspectives (L5)**  
MWF 9.25-10.15, 10.30-11.20  
This course is an interdisciplinary content-based advanced course in modern Korean. It aims to advance language skills in all four areas and cultural competence to communicate with fluency and accuracy. Students build up wide-ranging vocabulary and grammar, while registering and deepening their understanding of cultural aspects through authentic materials and communicative tasks across a variety of topics, such as social, academic, or career interests. *After KREN 1520 or with permission of instructor*
- KREN 1540a** **Advanced Korean V: History and Society (L5)** Bookyung Jung  
MW 1.00-2.15  
An advanced language course designed to develop reading and writing skills using Web-based texts in a variety of genres. Students read texts independently and complete comprehension and vocabulary exercises through the Web. Discussions, tests, and intensive writing training in class. *After KREN 1520 or equivalent.*
- KREN 1700b** **Introduction to Hanja (L4)** Seunghye Back  
T,Th 1.00-2.15  
This course teaches Chinese characters, Hanja, which are widely used in Korean society, to enable students to utilize them effectively. Additionally, students engage with various advanced Korean materials featuring Hanja and participate in diverse activities based on these resources. Through this process, students comprehensively improve essential linguistic skills in Korean, such as listening, speaking, reading, and writing.



**EAST 2202a/CHNS 2000a/  
EALL 2000a/HUMS 4527a****The Chinese Tradition**

Luke Bender

Lecture, Pre-Modern  
MW 10.30-11.20

An introduction to the literature, culture, and thought of pre-modern China, from the beginnings of the written record to the turn of the twentieth century. Close study of textual and visual primary sources, with attention to their historical and cultural backdrops. *Students enrolled in CHNS 2000 join a weekly Mandarin-language discussion section. No knowledge of Chinese required for students enrolled in EALL 2000. Students enrolled in CHNS 2000 must have L5 proficiency in Mandarin or permission of the course instructor.*

**EAST 2301a/HIST 1421a****China from Present to Past**

Valerie Hansen

Lecture, Pre-Modern  
T,Th 2.30-3.20

Underlying causes of current issues facing China traced back to their origins in the pre-modern period. Topics include economic development, corruption, environmental crises, gender, and Pacific island disputes. *Selected primary-source readings in English, images, videos, and Web resources. Preference given to first years and sophomores.*

**EAST 2403a/HSAR 3305a****Time in Chinese Art**

Quincy Ngan

Lecture, Pre-Modern  
MW 10.30-11.20

This class explores the theme of “time” in Chinese art from the traditional to the contemporary period. Drawing upon scholarship on Chinese philosophical understanding of time and clockworks, this course explores how art made manifest notions of the future, past, and present, the passage of time, *ksana*, aeons, eternity and deadlines. This class also investigates manipulations of time—how the unique format, artistic ideas and medium and materials of Chinese art helped to pause, rewind, compress and shorten time. Observing such temporalities, we analyze narrative murals and handscrolls, “this life” v. afterlife in funeral art, paintings of immortality, the significance of bronze corrosion in antiquarianism, uses of the past in traditional Chinese painting and contemporary art, the future and agelessness in movies and digital art, the materiality and nostalgia of old photography and time-based artworks, as well as the history of People’s Republic of China as presented at the Tian’anmen Square.

**EAST 3122a/ANTH 4824a****Politics of Memory**

Yukiko Koga

Seminar  
M 9.25-11.15

This course explores the role of memory as a social, cultural, and political force in contemporary society. How societies remember difficult pasts has become a contested site for negotiating the present. Through the lens of memory, we examine complex roles that our relationships to difficult pasts play in navigating issues we face today. This course explores this politics of memory that takes place in the realm of popular culture and public space. The class asks such questions as: How do you represent difficult and contested pasts? What does it mean to enable long-silenced victims’ voices to be heard? What are the consequences of re-narrating the past by highlighting past injuries and trauma? Does memory work heal or open wounds of a society and a nation? Through examples drawn from the Holocaust, the atomic bombing in Hiroshima, the Vietnam War, genocide in Indonesia and massacres in Lebanon, to debates on confederacy statues, slavery, and lynching in the US, this course approaches these questions through an anthropological exploration of concepts such as memory, trauma, mourning, silence, voice, testimony, and victimhood.

**EAST 3222a/EALL 3000a****Sinological Methods**

Pauline Lin

Seminar  
F 9.25-11.15

A research course designed for graduate and advanced undergraduate students working on early, imperial or modern China in preparation for their theses. Students use their own research topic as a focus to explore and utilize the wealth of primary sources and tools available in China, Japan, and the West. As a group, we learn about the history of Chinese book collecting, classification of knowledge, the compilation of the encyclopedia *Gujin tushu jicheng* and the canon *Siku quanshu*, as well as the darker aspects of censorship from ancient times to the present. For native speakers of Chinese, the course includes secondary literature in English and instruction in professional writing in English about China. Other topics include Chinese bibliographies, bibliophiles’ notes, specialized dictionaries, maps and geographical gazetteers, textual editions, genealogies and biographical sources, archaeological and visual materials, major Chinese encyclopedias, compendia, and databases, and evaluating variations and reliability. The course is supplemented by materials from the Beinecke rare books collection. *Prerequisite: CHNS 1710 or equivalent.*

**EAST 3401a/HSAR 4449a**Seminar, Pre-Modern  
W 1.30-3.20**Nanban Art: Japan's Artistic Encounter with Early Modern Europe**

Mimi Yiengpruksawan

Exploratory and investigative in nature, this seminar is conceived as a baseline engagement with the intersections of art, religion, science, commerce, war, and diplomacy at Kyoto and Nagasaki in the age of Japanese, Chinese, Portuguese, Spanish, Dutch, and English political and mercantile interaction in the sixteenth and seventeenth centuries. It addresses a set of themes whose point of entry is the entangled character of visual production and reception in Japan at a tipping point in the emergence of global modernity, when what were called the Nanbans—"Southern Barbarians," i.e. Europeans—began to arrive in Japan. The question of whether or not much-theorized nomenclatures such as baroque, rococo, mestizo, and even global modernity are pertinent to analysis from the Japanese and Asian perspective constitutes the backbone of the course and its primary objective in the study of a corpus of visual materials spanning the European and Asian cultural spheres. As such the seminar is not only about Japan, per se, or about Japanese objects, or the shogunal eye. It is equally about how Japan and Japanese objects and materials, along with objects and materials from other places, figured in a greater community of exchange, friction, confrontation, conquest, and adaptation in times when Portuguese marauders, Jesuit missionaries, Muslim traders, and Japanese pirates found themselves in the same waters, on ships laden with goods, making landfall in the domains of Japan's great military hegemony. *Instructor permission required.*

**EAST 4120b/ANTH 4120b**Seminar  
HTBA**Islam and Communist Modernities in Central Asia and Xinjiang**

Usmon Boron

In the early 20th century, Central Asia and Xinjiang—two Muslim-majority regions with a shared history—fell under the rule of two communist states, the USSR and China. Both states facilitated the emergence of local nations while launching aggressive secularization policies aimed at suppressing local Islamic beliefs and practices. This course takes a comparative approach to the interwoven trajectories of Islam, nation-building, and secularization in Central Asia and Xinjiang. In so doing, it pursues two overarching objectives. The first is to trace the major historical events that have shaped these regions since the late 19th century. The second is to examine the main theoretical frameworks scholars have employed to better understand these historical transformations. Key conceptual questions explored in this course include: What is nationalism and how did Central Asian nations emerge? What is Islam as an object of scholarly inquiry? What is secularism, and how does it shape and regulate religion? How did Soviet and Chinese secularization campaigns transfigure Islam in Central Asia and Xinjiang? What forces facilitate the ongoing ethnocide of the Uyghurs in Xinjiang?

**EAST 4121a/ANTH 4121a**Seminar  
M 3.30-5.20**Asian Foodways in the "Anthropocene"**

Sheng Long

Together with other creatures on the earth, we have formed food chains. In the "Anthropocene," people have discovered food, improved it, and lived with it. The rich and varied definitions of food have also enabled humans, the animal at the top of the food chains, to create many new ones. Food enters and becomes a part of the human body; in other words, the food we consume has become ourselves. How we define food also determines the way in which we relate to other living beings. We will explore cultural practices of food chains in East Asian societies, with a focus on China, Japan, and South Korea. class will guide students to think about the origins, production, and creation of food, as well as the politics, ethics, and technologies that are intertwined with the circulation of food. By reading ethnographies of food, this class provides students with the theoretical and methodological means to observe and analyze perhaps the most common thing in life. Food is not just a static object, but part of the global food chains that are constantly circulating, and part of the circulation with the human body.

**EAST 4122a/ANTH 4122a**Seminar  
T,Th 11.35-12.50**The Rise of Biosovereignty: Biopolitics, Technology, and Governance**

Hyemin Lee

This seminar critically explores the concept of "biosovereignty"—a framework of ideas and practices through which the state safeguards and utilizes biological resources—to examine how East Asian countries have conceptualized and governed "life" through science and technology. Through this seminar, the goal is to develop a critical understanding of "biosovereignty" and to use the concept to analyze how East Asian states have perceived "life" and "life forms" as assets and properties, as well as to discuss the stakes and implications of their biosovereignty practices. Themes such as the genetic makeup of crops, traditional medicines, seed wars, stem cells, pandemics, and human DNA inform our discussions. We also discuss how international political organizations envision biosovereignty through international treaties and projects.

**EAST 4221b/EALL 2850b**Seminar  
HTBA**100 Years of Japanese Pop Literature**

Luciana Sanga

We cover a variety of genres, from historical fiction to light novels, and authors ranging from Edogawa Rampo to Murakami Haruki. We analyze these works against the literary and socio-historical context of Japan and consider questions of canon formation, literary taste and value(s), and the concept of genre. Occasionally we discuss highbrow or canonical texts and interrogate the validity of the

highbrow/popular distinction. All texts are available in English, no prior knowledge of Japanese or Japan is needed. Instructor permission required.

**EAST 4222b/EALL 2860b**

Seminar

HTBA

**Reading and Translating Modern Japanese Literature**

Luciana Sanga

In this class, we read Natsume Sōseki's canonical 1908 novel *Sanshirō* in its original Japanese. One of the most beloved works of modern Japanese literature, *Sanshirō* features an eponymous protagonist struggling to navigate college life, love, and friendship. I provide vocabulary lists as well as the historical background necessary to understanding the text, with a focus on its format as a newspaper serialization. Students are expected to come to class having carefully read the assigned chapter. We translate selected passages into English and discuss the text in the context of its initial publication venue and beyond. Students gain a deep understanding of this Japanese classic and become more aware of some recurrent challenges in translating Japanese into English. *Prerequisite: third year Japanese or equivalent. Graduate students from any discipline who wish to take the class should email the instructor. Instructor permission required.*

**EAST 4301a/HIST 2443a**

Seminar, Pre-Modern

MW 1.00-2.15

**Environmental History of Japan (1600 to the present)**

Catherine Tsai

This course explores Japanese concepts of nature and the environment from the Tokugawa period to the present. Split into three modules, we consider how the Japanese government and society have responded to environmental change, degradation, and destruction. The first module—Tokugawa Nature (1600-1868)—examines shifts in agriculture and forestry, urbanization, and the emergence of scholarly knowledge of the natural world. The second module—Modern Transformation (1868-1945)—focuses on Japan's rapid industrialization, disaster preparedness, and imperial expansion, tracing the environmental consequences of these processes on both the archipelago and East Asia. The third module—Postwar Developmentalism (1946-present)—addresses industrial pollution diseases, the Fukushima nuclear disaster, and the environmental struggles related to the American military bases in Okinawa.

**EAST 4401b/HSAR 4393b**

Seminar, Pre-Modern

HTBA

**The Transcultural Life of Things: Case Studies from East Asia**

Yingxue Wang

From production to circulation and consumption, the life of an artifact often unfolds across multiple geographic locations and varied environments. The movement of things in space and time offers valuable insights into the waxing and waning of maritime and terrestrial networks that fostered transregional connectivity. This course introduces students to a variety of objects from pre-modern East Asia with a view to understanding the histories of intercultural exchange inscribed into their designs, materials, and itineraries. It begins by familiarizing students with methodologies, interpretive frameworks, and critical vocabulary for studying interconnected material cultures. The rest of the course is organized as a series of case studies on specific object types and structured into four modules, each focusing on a different sphere of exchange defined by shared geography, trade, religion, or ecosystem. Through this diverse group of objects, we will explore the entanglement of material culture with evolving structures of power, networks of interregional and long-distance exchange, and the physical environment in East Asia.

**EAST 4520b/PLSC 3133b**

Seminar

HTBA

**Chinese Thinking on International Relations**

Feng Zhang

How have the Chinese thought about international relations and their country's role in the world? How has such thinking influenced China's foreign relations past and present? This advanced seminar canvasses Chinese thinking on international relations from the imperial epoch to the present, focusing on the post-1949 era of the People's Republic of China. It is structured around three core engagements: the historical background of Chinese thinking; policy thinking of the successive PRC leaderships; and new strands of thinking at present. It examines both the evolutionary process of thinking and a body of prominent ideas and doctrines. Throughout the course, students have the opportunity to place China's foreign policy in a broader and deeper intellectual context than is often the case. *Instructor permission required.*

**EAST 4521a/PLSC 3134a**

Seminar

T 3.30-5.20

**China's International Relations**

Feng Zhang

This course examines China's international relations with a focus on both historical context and contemporary developments. Beginning with imperial China's traditional foreign relations and the "century of humiliation," the course traces the evolution of Chinese foreign policy through the Cold War period to the present day. Students analyze China's relationships with major powers and regions, including the United States, Russia, Northeast Asia, Southeast Asia, and India, while exploring critical issues such as the Taiwan question, territorial disputes in the South China Sea, and China's growing role in global governance. Special attention is paid to understanding the drivers of China's recent assertive turn in foreign policy under Xi Jinping, theories of international relations as applied to China's rise, and the implications of China's increasing power for the international order. Through engagement with scholarly works and

contemporary policy debates, the course provides students with a comprehensive understanding of China's foreign relations and its emergence as a global power. *Instructor permission required.*

**EAST 4601b/RLST 3430b**

**Tibetan Buddhism**

Tulku Ngawang Sonam

Seminar, Pre-Modern

HTBA

This course provides a broad introduction to the intellectual history, philosophy, practices, and culture of Tibetan Buddhism. In this course, we will approach Tibetan Buddhism through four topics: 1) the historical development of Buddhism in Tibet and its key characters, including major gods, goddesses, and human figures; 2) Buddhist ideas about a central theme in nearly all religions: human suffering; 3) ideas and practices that address the problem of human suffering; and 4) the lives of individuals in contemporary Tibetan Buddhist communities. We will read and discuss excerpts from Tibetan Buddhist literature; learn to appreciate and analyze Tibetan art and architecture; and watch short documentaries about Tibet that allow us to see how the ideas and practices from the texts connect to peoples' lives today.

**EAST 4602a/RLST 2290a**

**Buddhist Ethics**

Seminar, Pre-Modern

Th 1.30-3.20

In this course, we will explore ethical issues in Buddhism across a wide range of contexts and time periods. Together, we will examine how Buddhism addresses fundamental moral and ethical questions, such as: How should I behave? What are the implications of my actions? What is good and bad? How can we bridge the gap between knowing what is right and acting accordingly? The course is divided into two parts. In the first part, we will explore foundational topics in Buddhist ethics, focusing on themes such as retribution, precepts, the Bodhisattva's path, meditation, and the role of feelings. The second part centers on Buddhism's responses to contemporary ethical issues, including abortion, gender, race, and environmental ethics. This course integrates both the theory and practice of ethics. The structure and assignments are designed to help you engage with theoretical systems that may differ from those you are familiar with, while also applying these abstract ideas to reflect on the relationship between theory and practice.

**EAST 4620a/RLST 4250a**

**Korean Religions**

Jeongeun Park

Seminar

W 3.30-5.20

This seminar examines the diverse and dynamic religious traditions of Korea including shamanism, Confucianism, Buddhism, Christianity, and New Religions from the pre-modern developments to religious experience in contemporary Korea including North Korea. This course adopts an interdisciplinary approach by discussing the histories and philosophies of religions, and their roles in Korean culture and society. It also deals with women's position in traditional and contemporary Korean religions. Why study Korean religions? How can we approach Korean religions from an academic perspective? What role have religions played in Korean history, culture, and society? Through a reflection on Korean religions, students are encouraged to think critically about the concept of religion and its role.

**EAST 4890a or b**

**Independent Study**

EAST DUS

For students with advanced Chinese, Japanese, or Korean language skills who wish to pursue a close study of the East Asia region, not otherwise covered by departmental offerings. May be used for research, a special project, or a substantial research paper under faculty supervision. A term paper or its equivalent and regular meetings with an adviser are required. Ordinarily only one term may be offered toward the major or for credit toward the degree. *Permission to enroll requires submission of a detailed project proposal, signed by the adviser, by the end of the first week of classes and its approval by the director of undergraduate studies.*

**EAST 4900a or b**

**One-Term Senior Essay**

EAST DUS

Preparation of a one-term senior essay under the guidance of a faculty adviser. Students must receive the prior agreement of the director of undergraduate studies and of the faculty member who will serve as the senior essay adviser. Students must arrange to meet with that adviser on a regular basis throughout the term. *Permission required.*

**EAST 4910a and EAST 4920b**

**Senior Research Project**

EAST DUS

Two-term directed research project under the supervision of a ladder faculty member. Students should write essays using materials in East Asian languages when possible. Essays should be based on primary material, whether in an East Asian language or English. Summary of secondary material is not acceptable. *Permission required. Credit only on completion of both terms.*



**ER&M 0581a/MUSI 0081a/  
SOCY 0074a****Race and Place in British New Wave, K-Pop, and Beyond**

Grace Kao

First-Year Seminar  
MW 4.00-5.15

This seminar introduces you to several popular musical genres and explores how they are tied to racial, regional, and national identities. We examine how music is exported via migrants, return migrants, industry professionals, and the nation-state (in the case of Korean Popular Music, or K-Pop). Readings and discussions focus primarily on the British New Wave (from about 1979 to 1985) and K-Pop (1992-present), but we also discuss first-wave reggae, ska, rocksteady from the 1960s-70s, British and American punk rock music (1970s-1980s), the precursors of modern K-Pop, and have a brief discussion of Japanese City Pop. The class focuses mainly on the British New Wave and K-Pop because these two genres of popular music have strong ties to particular geographic areas, but they became or have become extremely popular in other parts of the world. We also investigate the importance of music videos in the development of these genres. *Enrollment limited to first year students. Instructor permission required.*

**GLOBAL AFFAIRS****GLBL 3303a/SOCY 1702a****Inequality and Social Change in China**

Emma Zang

Lecture  
Th 1.30-3.20

This course offers an introduction to major social and economic issues in contemporary China. It provides a survey of the ongoing reforms and the Chinese society in transition with a focus on selected policy issues. In most weeks, the first session is reserved for a lecture by the instructor or a guest lecturer, and the second session is reserved for student-led discussions of pre-circulated questions.

**HISTORY****HIST 1421a/EAST 2301a****China from Present to Past**

Valerie Hansen

Lecture, Pre-Modern  
T,Th 2.30-3.20

Underlying causes of current issues facing China traced back to their origins in the pre-modern period. Topics include economic development, corruption, environmental crises, gender, and Pacific island disputes. *Selected primary-source readings in English, images, videos, and Web resources. Preference given to first years and sophomores.*

**HIST 2443a/EAST 4301a****Environmental History of Japan (1600 to the present)**

Catherine Tsai

Seminar, Pre-Modern  
MW 1.00-2.15

This course explores Japanese concepts of nature and the environment from the Tokugawa period to the present. Split into three modules, we consider how the Japanese government and society have responded to environmental change, degradation, and destruction. The first module—Tokugawa Nature (1600-1868)—examines shifts in agriculture and forestry, urbanization, and the emergence of scholarly knowledge of the natural world. The second module—Modern Transformation (1868-1945)—focuses on Japan's rapid industrialization, disaster preparedness, and imperial expansion, tracing the environmental consequences of these processes on both the archipelago and East Asia. The third module—Postwar Developmentalism (1946-present)—addresses industrial pollution diseases, the Fukushima nuclear disaster, and the environmental struggles related to the American military bases in Okinawa.

**HISTORY OF ART****HSAR 3290a****Arts of the Silk Road**

Mimi Yiengpruksawan

Lecture, Pre-Modern  
T,Th 11.35-12.25

This course offers a visual history of the art objects and other material goods that people set in motion, physically and imaginatively, across the Silk Roads regions of Eurasia from antiquity through the beginnings of the medieval era. It ranges across a variety of cultural productions and sites encompassing the agrarian and nomadic zones of Eurasia from the Bronze Age through the 7th-century rise of the first Caliphates in the west and the efflorescence of the Sui-Tang cosmopolis in the east.

**HSAR 3305a/EAST 2403a**Lecture, Pre-Modern  
MW 10.30-11.20**Time in Chinese Art**

Quincy Ngan

This class explores the theme of “time” in Chinese art from the traditional to the contemporary period. Drawing upon scholarship on Chinese philosophical understanding of time and clockworks, this course explores how art made manifest notions of the future, past, and present, the passage of time, *ksana*, aeons, eternity and deadlines. This class also investigates manipulations of time—how the unique format, artistic ideas and medium and materials of Chinese art helped to pause, rewind, compress and shorten time. Observing such temporalities, we analyze narrative murals and handscrolls, “this life” v. afterlife in funeral art, paintings of immortality, the significance of bronze corrosion in antiquarianism, uses of the past in traditional Chinese painting and contemporary art, the future and agelessness in movies and digital art, the materiality and nostalgia of old photography and time-based artworks, as well as the history of People’s Republic of China as presented at the Tian’anmen Square.

**HSAR 4393b/EAST 4401b**Seminar, Pre-Modern  
HTBA**The Transcultural Life of Things: Case Studies from East Asia** Yingxue Wang

From production to circulation and consumption, the life of an artifact often unfolds across multiple geographic locations and varied environments. The movement of things in space and time offers valuable insights into the waxing and waning of maritime and terrestrial networks that fostered transregional connectivity. This course introduces students to a variety of objects from pre-modern East Asia with a view to understanding the histories of intercultural exchange inscribed into their designs, materials, and itineraries. It begins by familiarizing students with methodologies, interpretive frameworks, and critical vocabulary for studying interconnected material cultures. The rest of the course is organized as a series of case studies on specific object types and structured into four modules, each focusing on a different sphere of exchange defined by shared geography, trade, religion, or ecosystem. Through this diverse group of objects, we will explore the entanglement of material culture with evolving structures of power, networks of interregional and long-distance exchange, and the physical environment in East Asia.

**HSAR 4449a/EAST 3401a**Seminar, Pre-Modern  
W 1.30-3.20**Nanban Art: Japan's Artistic Encounter with Early Modern Europe**

Mimi Yiengpruksawan

Exploratory and investigative in nature, this seminar is conceived as a baseline engagement with the intersections of art, religion, science, commerce, war, and diplomacy at Kyoto and Nagasaki in the age of Japanese, Chinese, Portuguese, Spanish, Dutch, and English political and mercantile interaction in the sixteenth and seventeenth centuries. It addresses a set of themes whose point of entry is the entangled character of visual production and reception in Japan at a tipping point in the emergence of global modernity, when what were called the Nanbans—“Southern Barbarians,” i.e. Europeans—began to arrive in Japan. The question of whether or not much-theorized nomenclatures such as baroque, rococo, mestizo, and even global modernity are pertinent to analysis from the Japanese and Asian perspective constitutes the backbone of the course and its primary objective in the study of a corpus of visual materials spanning the European and Asian cultural spheres. As such the seminar is not only about Japan, per se, or about Japanese objects, or the shogunal eye. It is equally about how Japan and Japanese objects and materials, along with objects and materials from other places, figured in a greater community of exchange, friction, confrontation, conquest, and adaptation in times when Portuguese marauders, Jesuit missionaries, Muslim traders, and Japanese pirates found themselves in the same waters, on ships laden with goods, making landfall in the domains of Japan’s great military hegemons. *Instructor permission required.*

**HUMANITIES****HUMS 0240a/CPLT 0310/  
EALL 0200a**First-Year Seminar, Pre-Modern  
MW 1.00-2.15**Six Global Perspectives on Poetry**

Luke Bender

This first-year seminar in the Six Global Perspectives series offers an introduction to college-level Humanities courses. We read six poems that are considered among the greatest in their very different cultural traditions. By filling in how each of these traditions understood the art of poetry, we consider the ways that verse, across cultures and historical eras, has allowed authors to navigate the challenging relationship between the universal and the particular. We make extensive use of Yale’s rich manuscript archives, historical object collections, and art galleries, and we devote sustained attention to improving academic writing skills. Friday lab sessions alternate between writing workshops and field trips to Yale collections. *Enrollment limited to first-year students. Students enroll concurrently with HUMS 0299: Six Global Perspectives Lab.*

**HUMS 4501a/PHIL 1118a/  
RLST 1270a/SAST 2610a**

Lecture, Pre-Modern  
MW 1.30-2.20

**Buddhist Thought: The Foundations**

Eric Greene

This class introduces the fundamentals of Buddhist thought, focusing on the foundational doctrinal, philosophical, and ethical ideas that have animated the Buddhist tradition from its earliest days in India 2500 years ago down to the present, in places such as Tibet, China, and Japan. Though there will be occasional discussion of the social and practical contexts of the Buddhist religion, the primary focus of this course lies on how traditional Buddhist thinkers conceptualize the universe, think about the nature of human beings, and propose that people should live their lives. Our main objects of inquiry are therefore the foundational Buddhist ideas, and the classic texts in which those ideas are put forth and defended, that are broadly speaking shared by all traditions of Buddhism. In the later part of the course, we take up some of these issues in the context of specific, regional forms of Buddhism, and watch some films that provide glimpses of Buddhist religious life on the ground.

**HUMS 4527a/CHNS 2000a/  
EALL 2000a/EAST 2202a**

Lecture, Pre-Modern  
MW 10.30-11.20

**The Chinese Tradition**

Luke Bender

An introduction to the literature, culture, and thought of pre-modern China, from the beginnings of the written record to the turn of the twentieth century. Close study of textual and visual primary sources, with attention to their historical and cultural backdrops. *Students enrolled in CHNS 2000 join a weekly Mandarin-language discussion section. No knowledge of Chinese required for students enrolled in EALL 2000. Students enrolled in CHNS 2000 must have L5 proficiency in Mandarin or permission of the course instructor.*

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**MUSIC**

**MUSI 0081a/ER&M 0581a/  
SOCY 0074a**

First-Year Seminar  
MW 4.00-5.15

**Race and Place in British New Wave, K-Pop, and Beyond**

Grace Kao

This seminar introduces you to several popular musical genres and explores how they are tied to racial, regional, and national identities. We examine how music is exported via migrants, return migrants, industry professionals, and the nation-state (in the case of Korean Popular Music, or K-Pop). Readings and discussions focus primarily on the British New Wave (from about 1979 to 1985) and K-Pop (1992-present), but we also discuss first-wave reggae, ska, rocksteady from the 1960s-70s, British and American punk rock music (1970s-1980s), the precursors of modern K-Pop, and have a brief discussion of Japanese City Pop. The class focuses mainly on the British New Wave and K-Pop because these two genres of popular music have strong ties to particular geographic areas, but they became or have become extremely popular in other parts of the world. We also investigate the importance of music videos in the development of these genres. *Enrollment limited to first year students. Instructor permission required.*

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**PHILOSOPHY**

**PHIL 1118a/HUMS 4501a/  
RLST 1270a/SAST 2610a**

Lecture, Pre-Modern  
MW 1.30-2.20

**Buddhist Thought: The Foundations**

Eric Greene

This class introduces the fundamentals of Buddhist thought, focusing on the foundational doctrinal, philosophical, and ethical ideas that have animated the Buddhist tradition from its earliest days in India 2500 years ago down to the present, in places such as Tibet, China, and Japan. Though there will be occasional discussion of the social and practical contexts of the Buddhist religion, the primary focus of this course lies on how traditional Buddhist thinkers conceptualize the universe, think about the nature of human beings, and propose that people should live their lives. Our main objects of inquiry are therefore the foundational Buddhist ideas, and the classic texts in which those ideas are put forth and defended, that are broadly speaking shared by all traditions of Buddhism. In the later part of the course, we take up some of these issues in the context of specific, regional forms of Buddhism, and watch some films that provide glimpses of Buddhist religious life on the ground.



**PLSC 3133b/EAST 4520b**

**Chinese Thinking on International Relations**

Feng Zhang

Seminar  
HTBA

How have the Chinese thought about international relations and their country's role in the world? How has such thinking influenced China's foreign relations past and present? This advanced seminar canvasses Chinese thinking on international relations from the imperial epoch to the present, focusing on the post-1949 era of the People's Republic of China. It is structured around three core engagements: the historical background of Chinese thinking; policy thinking of the successive PRC leaderships; and new strands of thinking at present. It examines both the evolutionary process of thinking and a body of prominent ideas and doctrines. Throughout the course, students have the opportunity to place China's foreign policy in a broader and deeper intellectual context than is often the case. *Instructor permission required.*

**PLSC 3134a/EAST 4521a**

**China's International Relations**

Feng Zhang

Seminar  
T 3.30-5.20

This course examines China's international relations with a focus on both historical context and contemporary developments. Beginning with imperial China's traditional foreign relations and the "century of humiliation," the course traces the evolution of Chinese foreign policy through the Cold War period to the present day. Students analyze China's relationships with major powers and regions, including the United States, Russia, Northeast Asia, Southeast Asia, and India, while exploring critical issues such as the Taiwan question, territorial disputes in the South China Sea, and China's growing role in global governance. Special attention is paid to understanding the drivers of China's recent assertive turn in foreign policy under Xi Jinping, theories of international relations as applied to China's rise, and the implications of China's increasing power for the international order. Through engagement with scholarly works and contemporary policy debates, the course provides students with a comprehensive understanding of China's foreign relations and its emergence as a global power. *Instructor permission required.*

**RELIGIOUS STUDIES**

**RLST 1270a/HUMS 4501a/**

**Buddhist Thought: The Foundations**

Eric Greene

**PHIL 1118a /SAST 2610a**

Lecture, Pre-Modern  
MW 1.30-2.20

This class introduces the fundamentals of Buddhist thought, focusing on the foundational doctrinal, philosophical, and ethical ideas that have animated the Buddhist tradition from its earliest days in India 2500 years ago down to the present, in places such as Tibet, China, and Japan. Though there will be occasional discussion of the social and practical contexts of the Buddhist religion, the primary focus of this course lies on how traditional Buddhist thinkers conceptualize the universe, think about the nature of human beings, and propose that people should live their lives. Our main objects of inquiry are therefore the foundational Buddhist ideas, and the classic texts in which those ideas are put forth and defended, that are broadly speaking shared by all traditions of Buddhism. In the later part of the course, we take up some of these issues in the context of specific, regional forms of Buddhism, and watch some films that provide glimpses of Buddhist religious life on the ground.

**RLST 3430b/EAST 4601b**

**Tibetan Buddhism**

Tulku Ngawang Sonam

Seminar, Pre-Modern  
HTBA

This course provides a broad introduction to the intellectual history, philosophy, practices, and culture of Tibetan Buddhism. In this course, we will approach Tibetan Buddhism through four topics: 1) the historical development of Buddhism in Tibet and its key characters, including major gods, goddesses, and human figures; 2) Buddhist ideas about a central theme in nearly all religions: human suffering; 3) ideas and practices that address the problem of human suffering; and 4) the lives of individuals in contemporary Tibetan Buddhist communities. We will read and discuss excerpts from Tibetan Buddhist literature; learn to appreciate and analyze Tibetan art and architecture; and watch short documentaries about Tibet that allow us to see how the ideas and practices from the texts connect to peoples' lives today.

**RLST 2290a/EAST 4602a**

**Buddhist Ethics**

Seminar, Pre-Modern  
Th 1.30-3.20

In this course, we will explore ethical issues in Buddhism across a wide range of contexts and time periods. Together, we will examine how Buddhism addresses fundamental moral and ethical questions, such as: How should I behave? What are the implications of my actions? What is good and bad? How can we bridge the gap between knowing what is right and acting accordingly? The course is divided into two parts. In the first part, we will explore foundational topics in Buddhist ethics, focusing on themes such as retribution,



precepts, the Bodhisattva's path, meditation, and the role of feelings. The second part centers on Buddhism's responses to contemporary ethical issues, including abortion, gender, race, and environmental ethics. This course integrates both the theory and practice of ethics. The structure and assignments are designed to help you engage with theoretical systems that may differ from those you are familiar with, while also applying these abstract ideas to reflect on the relationship between theory and practice.

**RLST 4250a/EAST 4620a**

**Korean Religions**

Jeongeun Park

Seminar

W 3.30-5.20

This seminar examines the diverse and dynamic religious traditions of Korea including shamanism, Confucianism, Buddhism, Christianity, and New Religions from the pre-modern developments to religious experience in contemporary Korea including North Korea. This course adopts an interdisciplinary approach by discussing the histories and philosophies of religions, and their roles in Korean culture and society. It also deals with women's position in traditional and contemporary Korean religions. Why study Korean religions? How can we approach Korean religions from an academic perspective? What role have religions played in Korean history, culture, and society? Through a reflection on Korean religions, students are encouraged to think critically about the concept of religion and its role.

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**SOCIOLOGY**

**SOCY 0074a/ER&M 0581a/**

**Race and Place in British New Wave, K-Pop, and Beyond**

Grace Kao

**MUSI 0081a**

First-Year Seminar

MW 4.00-5.15

This seminar introduces you to several popular musical genres and explores how they are tied to racial, regional, and national identities. We examine how music is exported via migrants, return migrants, industry professionals, and the nation-state (in the case of Korean Popular Music, or K-Pop). Readings and discussions focus primarily on the British New Wave (from about 1979 to 1985) and K-Pop (1992-present), but we also discuss first-wave reggae, ska, rocksteady from the 1960s-70s, British and American punk rock music (1970s-1980s), the precursors of modern K-Pop, and have a brief discussion of Japanese City Pop. The class focuses mainly on the British New Wave and K-Pop because these two genres of popular music have strong ties to particular geographic areas, but they became or have become extremely popular in other parts of the world. We also investigate the importance of music videos in the development of these genres. *Enrollment limited to first year students. Instructor permission required.*

**SOCY 1702a/GLBL 3303a**

**Inequality and Social Change in China**

Emma Zang

Lecture

Th 1.30-3.20

This course offers an introduction to major social and economic issues in contemporary China. It provides a survey of the ongoing reforms and the Chinese society in transition with a focus on selected policy issues. In most weeks, the first session is reserved for a lecture by the instructor or a guest lecturer, and the second session is reserved for student-led discussions of pre-circulated questions.

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**SOUTH ASIAN STUDIES**

**SAST 2610a/HUMS 4501a/**

**Buddhist Thought: The Foundations**

Eric Greene

**PHIL 1118a/RLST 1270a**

Lecture, Pre-Modern

MW 1.30-2.20

This class introduces the fundamentals of Buddhist thought, focusing on the foundational doctrinal, philosophical, and ethical ideas that have animated the Buddhist tradition from its earliest days in India 2500 years ago down to the present, in places such as Tibet, China, and Japan. Though there will be occasional discussion of the social and practical contexts of the Buddhist religion, the primary focus of this course lies on how traditional Buddhist thinkers conceptualize the universe, think about the nature of human beings, and propose that people should live their lives. Our main objects of inquiry are therefore the foundational Buddhist ideas, and the classic texts in which those ideas are put forth and defended, that are broadly speaking shared by all traditions of Buddhism. In the later part of the course, we take up some of these issues in the context of specific, regional forms of Buddhism, and watch some films that provide glimpses of Buddhist religious life on the ground.

