includes modern travel narratives (i.e. novels
violence and romance of travel. The course
that travel narratives and modern visual
century. The course begins with the premise
or what an empire meant in the 19th century
as a historical and contemporary formation,
discuss the metaphors or tropes of empire,
France, Britain and the United States. As we
narratives about the former colonies of Spain,
Asia. We will student #empire# by analyzing
photography , and filmmaking) in narratives
This cultural studies course examines the
formats of lectures, workshops, student
presentations, peer critique, and one-on-one
instructor-student conferences.
3 credits, Letter graded (A, A-, B+, etc.)
AAS 501: Proseminar: Topics &
Methods in Contemporary Asian and
Asian American Studies
This course introduces students to qualitative
and quantitative research methods
commonly used in social sciences and
humanities, including narrative research,
phenomenological research, ethnographic
research, case study research, correlational
research, and survey research. Students are
expected to identify a topic of interest of their
own choosing within Contemporary Asian
and Asian American Students and develop a
pilot research project. The instructor plays the
role of a facilitator by leading methodological
as well as thematic discussions on research
topics initiated by students. This course takes the
formats of lectures, workshops, student
presentations, peer critique, and one-on-one
instructor-student conferences.
3 credits, Letter graded (A, A-, B+, etc.)
AAS 505: The Pacific, Travel and
Empire
This cultural studies course examines the
cultures of travel (i.e. fiction, memoirs,
photography , and filmmaking) in narratives
by and about the Pacific, South and Southeast
Asia. We will student #empire# by analyzing
narratives about the former colonies of Spain,
France, Britain and the United States. As we
discuss the metaphors or tropes of empire,
we will also examine the concept of empire
as a historical and contemporary formation,
or what an empire meant in the 19th century
and what is means today in the early 21st
century. The course begins with the premise
that travel narratives and modern visual
culture illuminate the relationship between the
violence and romance of travel. The course
includes modern travel narratives (i.e. novels
by Asian Americans) that focus on the lives
of those who are forced to travel or migrate
due to civil war, poverty and/or economic
instability.
3 credits, Letter graded (A, A-, B+, etc.)
AAS 534: English in Asia
Study of the expanding roles of English in
South Asia, East Asia, and Southeast Asia.
With more non-native speakers than native
speakers, and more in Asia than elsewhere,
English has acquired new identities. We
will study functions of English in colonial
and post-colonial times; how it competes
with, and complements local languages in
business, advertising, media, education,
research, administration, judiciary, creative
literature, call centers, and on the Internet; the
evolution of dynamic new Asian Englishes,
such as Indian English, and their social and
cultural contexts; controversies regarding
English medium education and its impact
on local languages, relevance of native
English standards, and implications for
theory, description, and method in diverse
disciplines, such as, business communication,
cultural studies, English, lexicography,
speech recognition, journalism, media studies,
sociolinguistics, teaching English as a second
language, and Asian Studies.
3 credits, Letter graded (A, A-, B+, etc.)
AAS 540: Inter-Asia Cultural Studies
This course is an examination of the critical
theory on Inter-Asia cultures and phenomena.
Emphasis is placed on the role of culture
within the writing, documentation, and
evidencing of history. Attention may be
focused on a particular era, group, institution,
type of object, or event.
3 credits, Letter graded (A, A-, B+, etc.)
AAS 545: Acquisition of Asian
Languages
This course will analyze the cognitive
processes involved in the acquisition of Asian
languages as second or foreign languages.
We will start with discussion of first language
acquisition and compare it with second
language acquisition (SLA). Methodologies
such as contrastive analysis and error analysis,
and concepts such as interlanguage, native and
non-native competence, bilingual competence,
acceptability, correctness, standard language
will be critically examined. We will also
consider the variables that affect SLA,
including age, context, exposure, attitude,
cognition, attention and motivation. Special
attention will be given to the applicability of
current research paradigms and findings to
the acquisition of languages such as Chinese,
Japanese, Korean, and Hindi, both in terms of
their structural characteristics and in their
socio-cultural context.
3 credits, Letter graded (A, A-, B+, etc.)
AAS 547: Directed Reading in
Contemporary Asian and Asian
American Studies
This new course is a critical
the languages to new populations.
There is an increasing recognition that the
advantages of such multilingualism are not
only cultural, but also cognitive, diplomatic,
security, commercial, social, and political
as well. Retaining knowledge of the home
language is found to promote the minority
individuals# psychological well-being,
facilitate communication and bonding across
generations, and ease the process of adjusting
to life away from the home country, while
promoting a pluralistic outlook and providing
globally valuable job skills. Still, the brunt
of the actual effort to foster multilingualism
has been left to individual families despite the
known fact that parental effort at maintenance
alone are not enough to prevent an eventual
shift to English. This new course is a critical
examination of the nature and extent of
available support (institutional, social, family,
and other) for maintaining this valuable
resource of Asian immigrants languages.
Students learn through through in-depth
readings, class lectures and discussions, and
directed research in language communities of
their choice.
3 credits, Letter graded (A, A-, B+, etc.)
AAS 555: Heritage Languages of Asian
Americans
English has long been the dominant language
used in the United States, while the languages
of numerous indigenous and immigrant
communities have declined and many
have died. At the same time, the United States# extensive global role, the rising
go political rise of Asian powers, such as
China, India, Japan, South Korean, and others
has highlighted the need to foster greater
Asian language and cultural skills among
Americans. In that context, maintaining
the existing diversity of languages spoken
among American immigrant populations
becomes as important and effective as
the language to new populations.
There is an increasing recognition that the
advantages of such multilingualism are not
only cultural, but also cognitive, diplomatic,
security, commercial, social, and political
as well. Retaining knowledge of the home
language is found to promote the minority
individuals# psychological well-being,
facilitate communication and bonding across
generations, and ease the process of adjusting
to life away from the home country, while
promoting a pluralistic outlook and providing
globally valuable job skills. Still, the brunt
of the actual effort to foster multilingualism
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alone are not enough to prevent an eventual
shift to English. This new course is a critical
examination of the nature and extent of
available support (institutional, social, family,
and other) for maintaining this valuable
resource of Asian immigrants languages.
Students learn through through in-depth
readings, class lectures and discussions, and
directed research in language communities of
their choice.
3 credits, Letter graded (A, A-, B+, etc.)
AAS 560: Empire, Memory and Narratives of Asian America
Asian American literary scholars have focused on the tropes of immigration and settlement as major paradigms for mapping the landscape of Asian American writing. The late 1990s, however, witnessed the emergence of novels, memoirs, narrative and experimental films the departed from current notions of Asian American literature and films. A distinct cohort of writers and filmmakers, who are first-generation immigrants, created cultural forms that focus on the immigrant and the homeland, narrating history, the legacies of war, violence, personal and national memory. The seminar considers how these fictional and non-fictional narratives engage with new aesthetic and political questions regarding Asian American writing, filmmaking and the limits and the possibilities of memory in the digital age.
3 credits, Letter graded (A, A-, B+, etc.)

AAS 565: Food, Labor and Asian America
An authentic taste of Asia is a marketing phrase haunted by the violent histories of Orientalism, Western expansion and wars in Asia. In truth, the success and popularity of some Asian food is more than the celebration of the immigrant work ethic. Behind the popularity are geopolitical and labor issues. The consumption of beef and poultry in the U.S., for example, is intimately connected to the exploitation of immigrants from the global south. Undocumented immigrants and refugees from Southeast Asia, East Africa and the Americas perform the dirty task of slaughtering millions of animals: chickens, turkeys, pigs, ducks, sheep, lamb, calves. In 2009 alone, 33,300,000 cattle were killed for their meat in the United States. Immigrant laborers of American industrial slaughterhouses carry out dirty and dangerous work, killing and dismembering animals even as the laborers themselves live in crowded, unsanitary quarters. Similarly, the cooks of America's kitchens are immigrants from Asia and other parts of the world. This new MA course focuses on the emerging field known as #food studies, in particular the politics and histories of Asian food and its popularity in the United States. If the old adage is #we are what we eat, what does it mean that Asian food in the U.S. is intimately connected to the histories of wars in Asia, undocumented labor, and the exploitation of immigrant food workers?
3 credits, Letter graded (A, A-, B+, etc.)

AAS 571: Islamic Thought in Asia
Islam is commonly considered a Middle-Eastern religion, but most of the Middle East lies within the Asian continent, and the vast majority of Muslims over the centuries have been non-Arabic speakers, living across south and central Asia into India, China, and Indonesia. We will survey the importance of Islam as the today's largest Asian religion (numerically speaking) and look at some of the distinctive features of its local variants. We will pay special attention to the manner in which teachings were presented in the languages besides Arabic that became Islam's vehicles, in particular Chines, which witnessed a remarkable synthesis of the Islamic and Confucian worldviews.
3 credits, Letter graded (A, A-, B+, etc.)

AAS 572: Topics in Asian Philosophy I
This course presents in-depth student of specific topic in an Asian philosophical tradition. Students are expected to demonstrate knowledge through mastery of native terms and concepts from that tradition. May be repeated as the topics changes.
3 credits, Letter graded (A, A-, B+, etc.) May be repeated for credit.

AAS 573: Orientalism
Edward Said's Orientalism, written in 1978, was a polemical attack on the discipline of Orientalism and the representations of the Orient in western thought. Almost thirty years later, the debate still rages: are all western scholars writings about Asia complicit in imperialism? Is there such a thing as objective scholarship, or are power and knowledge so deeply intertwined that all intellectual activity is inherently political? Taking our start from Said's ideas, we will look at authors who extended Said's critique to the fields of South Asian and East Asian Studies, and also examine some of Said's most outspoken critics. In investigating these issues, students will learn about some of the major figures in the history of Asian students. We will conclude the semester by exploring the possibilities for #post-orientalist approaches to the study of Asian cultures and religions, and by examining the pervasiveness of orientalist themes in popular culture.
3 credits, Letter graded (A, A-, B+, etc.)

AAS 575: Multilingualism & Communication in Asia
Survey of multilingualism as a cognitive phenomenon and communication strategy with special reference to traditionally multilingual societies. Structural, sociolinguistic, cultural, and cognitive models are evaluated for their adequacy in representing multilingualism in Western and especially non-Western (Asian and African cultures). Topics include concepts of multilingualism, typology of multilingualism; functional distribution of languages in education, media, social media, and business; diglossia, code-switching and code-mixing, psycholinguistic and neurolinguistic models of multiple language representation and processing in the brain; synchronic and diachronic dimensions of language contact and interaction in the individual and society: accents, interference, transfer on various linguistic levels; borrowing, linguistic convergence, emergence of pidgins, creoles, mixed languages, styles, and non-native varieties; multilingualism as a pragmatic and stylistic literary device speech acts and multilingual creativity; socio-political dimensions of multilingualism: multilingualism and identity; accommodation and assimilation; language maintenance and shift; language rivalry and conflict; spread of languages of wider communication and minority languages anxiety about hegemony and endangerment; cross-cultural case studies of pluralistic models of co-existence.
3 credits, Letter graded (A, A-, B+, etc.)

AAS 575: Multilingualism & Communication in Asia
Survey of multilingualism as a cognitive phenomenon and communication strategy with special reference to traditionally multilingual societies. Structural, sociolinguistic, cultural, and cognitive models are evaluated for their adequacy in representing multilingualism in Western and especially non-Western (Asian and African cultures). Topics include concepts of multilingualism, typology of multilingualism; functional distribution of languages in education, media, social media, and business; diglossia, code-switching and code-mixing, psycholinguistic and neurolinguistic models of multiple language representation and processing in the brain; synchronic and diachronic dimensions of language contact and interaction in the individual and society: accents, interference, transfer on various linguistic levels; borrowing, linguistic convergence, emergence of pidgins, creoles, mixed languages, styles, and non-native varieties; multilingualism as a pragmatic and stylistic literary device speech acts and multilingual creativity; socio-political dimensions of multilingualism: multilingualism and identity; accommodation and assimilation; language maintenance and shift; language rivalry and conflict; spread of languages of wider communication and minority languages anxiety about hegemony and endangerment; cross-cultural case studies of pluralistic models of co-existence.
3 credits, Letter graded (A, A-, B+, etc.)

AAS 585: Translation Studies of Asian Languages
Inquiry into issues in the translation of Asian languages into/from English. This course introduces the recent theories and concepts of translation studies and applies them to the analysis of a variety of Asian texts as source texts or target texts. Students are expected to gain insights into the lexical, grammatical, cognitive, pragmatic, and socio-cultural characteristics of Asian languages as well as social and political issues that surround translation of Asian texts. Texts to be analyzed include, but are not limited to, literary works, newspaper articles, advertisements, brochures, and business letters. Advanced skills in one of the Asian languages are required.
3 credits, Letter graded (A, A-, B+, etc.)

AAS 587: Supervised Research in Contemporary Asian and Asian American Studies
This course provides thesis credit for students in the graduate program, Contemporary Asian and American Studies. Thesis credit. Independent graduate research under the supervision of a faculty member. May be repeated to a limit of 6 credits. Prerequisites: Approval of Director of Graduate Studies
1-6 credits, Letter graded (A, A-, B+, etc.) May be repeated 6 times FOR credit.