



## Letter of Intent to Develop New Academic Degree Program

The following approvals must be obtained prior to sending the Letter of Intent to Develop a New Academic Degree Program to the UNC System Office.

**Institution** UNC-Chapel Hill

**Degree Program Title (e.g. M.A. in Biology)** M.A. in Asian and Middle Eastern Studies

**Reviewed and Approved By (Name and title only. No signature required in this section.)**  
**Check box to indicate participation in review. (Provost is required.)**

- Provost: Robert Blouin, Executive Vice Chancellor and Provost**
- Faculty Senate Chair (as appropriate):**
- Graduate Council (as appropriate): Administrative Board of The Graduate School (and Academic Policy Committee)**
- Undergraduate or Graduate Dean (as appropriate): Steve Matson, Dean of The Graduate School**
- Academic College Dean: Kevin Guskiewicz, Dean, College of Arts and Sciences**
- Department Chair: Nadia Yaqub, Chair, Department of Asian Studies**
- Program Director/Coordinator:**

### **New Academic Proposal Process**

New academic programs are initiated and developed by the faculty members. Approval of the Letter of Intent to Develop a New Academic Degree Program must be obtained from department chairs and college deans or equivalent administrators before submission to the UNC System Office review.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. Once the Letter of Intent to Develop is approved, the institution can begin work on the formal Request to Establish a New Degree Program.

<b>Letter of Intent to Develop a New Academic Degree Program</b>
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<b>Institution</b>	UNC-Chapel Hill
<b>Joint Degree Program (Yes or No)? If so, list partner campus.</b>	No
<b>Degree Program Title (e.g. M.A. in Biology)</b>	M.A. in Asian and Middle Eastern Studies
<b>CIP Code and CIP Title (May be found at <a href="#">National Center for Education Statistics</a>)</b>	Asian Studies: 05.0103
<b>Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).</b>	No
<b>Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.</b>	Campus
<b>Proposed Term to Enroll First Students (e.g. Spring 2019)</b>	Fall 2020
<b>List other programs in the UNC System (may be found at UNC System <a href="#">website</a>)</b>	None

**SACSCOC Liaison Statement:** *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

Since this interdisciplinary degree program will build upon content areas already offered at UNC-Chapel Hill, will be delivered in a traditional format on campus, and does not involve arrangements with other institutions, there are no issues that would require SACSCOC approval or notification under their current Substantive Change Policy.

**Program Summary:** *(Briefly describe the proposed program and summarize the overall rationale.)*  
Maximum of 1,000 words.

The M.A. in Asian and Middle Eastern Studies (hereafter AMES) prepares students for engaging intelligently and ethically with the environmental, social, and political challenges facing Asia, the

Middle East and their transnational communities. This degree provides students with deep knowledge about Asia and the Middle East while training them in the intellectual flexibility necessary to grasp and work with complex and fluctuating issues and problems as they arise. By applying humanist approaches to real world problems, students learn to evaluate research and analytical methodologies and how to apply different disciplinary foci to particular situations and questions. This intellectual flexibility, the hallmark of a humanist approach that is attuned to change and contingency, is foundational to the type of leadership necessary for an interconnected world. Coupled with strong skills in one or more Asian languages, our M.A.'s will be well- positioned for professional positions in a range of fields.

This training prepares students linguistically, culturally, and intellectually for careers in government and the non-profit and private sectors in or related to Asia and the Middle East. It complements professional degrees (e.g. in business, journalism, law, library and information science, global public health, medicine, public policy, social work) for students planning on practicing abroad or with immigrant populations. It also prepares students for top Ph.D. programs.

With expertise in literature, history, anthropology, linguistics, cinema and visual studies, performance, and folklore related to Asia and the Middle East as well as specialization in both pre-modern and modern languages and cultures, the Asian Studies faculty is well-prepared to offer such a degree. It also includes 22 language professionals offering instruction in eight languages. Faculty also have considerable transnational and trans-regional expertise in fields such as Sinophone and diaspora studies. The M. A. provides students with training in a range of areas including but not limited to modern literature, visual and performance studies, ethics, intellectual history, and medieval studies.

In addition to Departmental courses, student have access to AMES courses from other units, including Anthropology, Art, English and Comparative Literature, Geography, Global Studies, History, Music, Peace, War, and Defense, Religious Studies, and Sociology as well as Duke University. With careful advising, each M.A. student will create a coherent course of study that includes both breadth as well as a disciplinary and geographic focus.

There is currently no graduate degree program in AMES within the UNC System. The only comparable degree currently available in North Carolina is the Critical Asian Humanities M.A. track offered at Duke University. That degree is restricted to East Asia. We plan to collaborate with them when possible to offer students the best training possible.

The AMES M.A. aligns with the UNC System's mission by contributing to the discovery, creation, transmission, and application of knowledge to address the needs of individuals and society as it relates to global engagement. It contributes to UNC-Chapel Hill's mission to solve the world's greatest problems by developing students' linguistic and cultural expertise in regions of the world that include 75% of the world's population and that present the world's greatest geopolitical opportunities and challenges. It aligns with North Carolina's blueprint for global engagement and with UNC-Chapel Hill's new "Global Guarantee" by providing innovative course offerings and enhancing opportunities for students to deeply engage with global issues. The M.A. program also contributes to the University's mission by providing its nationally ranked scholars in AMES with opportunities to closely mentor graduate students, thereby strengthening retention of top faculty. It strengthens existing ties between department faculty and various area studies centers. As an interdisciplinary degree program it strengthens collaborations with other academic units, expanding advanced course offerings with a global

focus that will enrich advanced undergraduate and graduate education for the entire University.

The M.A. in AMES offers two tracks—the Interdisciplinary Track and the Chinese Track. The Department will also propose a dual Bachelor’s-Graduate degree for UNC-Chapel Hill undergraduate students as soon as the M.A. program is approved.

### **Requirements for the M.A.**

AMES M.A. students must complete 30 hours of graduate study. At least 18 credit hours must be from courses offered within the Department. Students must complete a written comprehensive exam and a master’s thesis.

#### **I. The Interdisciplinary Track**

Course requirements for the interdisciplinary track are as follows:

A. One of the following courses (3 hours)

ASIA 785 (Critical Genealogies of Middle East Studies)

ASIA 786 (Critical Approaches to Asian and Middle East Studies)

B. At least three courses (9 hours) within one of the following regions: East Asia, South Asia, Middle East (See appendix A for a list of courses in each region).

C. Five additional courses selected in consultation with a graduate advisor (15 hours)

D. An M.A. Thesis (3 hours)

E. Language requirements

Students in the Interdisciplinary Track must complete language study through 306 or its equivalent in a language taught within Asian Studies. Only courses numbered 400 and above count towards the M.A., so students are encouraged to complete language study through 306 before beginning their M.A. They are also expected to continue language study beyond 306, and/or to develop advanced skills in one language and intermediate skills in a second language during their two years of M.A. coursework.

In practice, this means no language courses are required for this track. However, these are minimum requirements that allow the greatest amount of flexibility given the fact that AMES languages require different numbers of contact hours for proficiency. For example, Persian and Hebrew take far less time (III. 1,100 class hours) than Chinese (IV. 2,200 class hours), according to State Department classifications: <https://www.state.gov/m/fsi/sls/c78549.htm>. Further, the Department will do strong advising and vetting of applicants, acknowledging strong backgrounds in language training and language study at the graduate level are important for this field of study.

#### Note:

1. Students offered TAs within Asian Studies must take ASIA 700 (Methodology of Teaching) either before or concurrently with their first semester of teaching. This course counts toward the 30-hour requirement.

2. Students are strongly encouraged to complete a study abroad program or internship in their region of expertise either before or during M.A. study.

## **II. THE CHINESE TRACK**

Course requirements for the Chinese track are as follows:

A. ASIA 786 Critical Approaches to Asian and Middle East Studies (3 hours)

B. At least three language and/or content courses (9 hours) related to China (See appendix B for a course list)

C. Five additional courses selected in consultation with a graduate advisor (15 hours)

D. An M.A. Thesis (3 hours)

E. Language requirement

CHIN 408 or its equivalent is a prerequisite for admission into the Chinese track.

### Note:

1. Students offered TAs within Asian Studies must take ASIA 700 (Methodology of Teaching) either before or concurrently with their first semester of teaching. This course counts toward the 30-hour requirement.

2. Students are strongly encouraged to complete a study abroad program or internship in China either before or during M.A. study.

**Student Demand:** *(Provide evidence of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

The proposed M.A. in Asian and Middle Eastern Studies meets the needs of sectors of the job market that call for highly advanced proficiency in languages, histories, and cultures of Asia and the Middle East, and the skills required by M.A. graduates in the humanities: research, analysis, interpretation, translation, and communication. Surveys conducted of Asian Studies students and alumni by the Department and the Carolina Asia Center (CAC) between 2014 and 2016 indicate that students understand this need and seek opportunities for such training.

In Fall 2014 the CAC polled majors and minors about their interest in an M.A.. Eighty-five percent of respondents expressed interest in continuing language and culture study at UNC-Chapel Hill through an AMES M.A. degree, with students in Japanese, Chinese, and Arabic expressing the most interest. In June 2016 the Department conducted a survey of Asian Studies alumni and majors. Sixty-five percent of respondents responded positively to the question of enrolling in an M.A. program after their B.A. degree if UNC-Chapel Hill Department of Asian Studies had offered it. This data indicates that there is a significant demand for an AMES M.A. among current UNC-Chapel Hill students and it is likely that many students who complete our minor tracks, but major in other fields, would also be interested in an

## AMES M.A.

Enrollment in the undergraduate Asian Studies major is strong, with significant growth in some areas. An M.A. program in AMES will improve the quality of our existing B.A. by expanding opportunities for our most advanced undergraduates. Increasingly, UNC-Chapel Hill is admitting students who place into the intermediate or advanced level of the languages we teach. These students often complete our most advanced language courses before their senior year. An M.A. program will allow us to offer additional advanced courses, which will serve both our graduate students and these highly motivated undergraduates.

While it is difficult to gauge student interest in an M.A. program that has never been offered by a public university in North Carolina, we anticipate strong interest in this degree. Currently there is no such M.A. within the UNC System, and no M.A. in Middle Eastern or South Asian studies in North Carolina. Between Washington, D.C. and Austin, TX, the only graduate degrees in AMES that are at all similar to ours are an MA in Middle East and S. Asian Studies at UVA and East Asian M.A. degrees at Duke and Florida State Universities. Florida State expects to admit its first class in fall 2018. In other words, the Southeast is underserved by AMES graduate programs. Moreover, since Carolina's AMES faculty is significantly larger than that of any of these programs, we anticipate that our comparatively rich and deep offerings will be highly attractive to students not just regionally, but nationally:

Institution	# of Tenure-Track faculty	# of Fixed-term Faculty teaching language	Degree offered
UNC-CH	16	18	Proposed AMES M.A.
Duke	12	12	Critical Asian Humanities (E. Asia focus)
UVA	11	6	M.A. in M.E. and S. Asian Lang. & Culture
Florida State	3	3	M.A. in E. Asian Lang & Culture

Application and enrollment figures for Duke's M.A. offer some indication of the demand we can expect for an AMES M.A. at UNC-Chapel Hill. The Duke M.A. includes two tracks: a general Interdisciplinary track and a Critical Asian Humanities track. The latter is most similar to our proposed M.A. program of study. The program as a whole receives approximately 100 applications per year, of which around 60-65 are for the Asian Humanities track. The program accepts approximately 30% of applications received. The Asian Humanities track enrolled 13 students in Fall 2013 (the inaugural year) and 11 students in 2014.

Enrollment information from 2014 about other Asian/Middle Eastern terminal M.A. programs across the United States is available in the following chart:

Institution	Regional focus	#of applications	# or percent of admitted/enrolled students
UVA	M.E./S. Asia	Not reported	7-15/entering class
UT Austin	M.E.	65-130	30% admitted
U Michigan	M.E.	30-50	30% admitted
U Arizona	M.E.	30	30% admitted
Georgetown	E. Asia	Not reported	20-33/entering class
U Arizona	E. Asia	40	30% admitted
U. Wisconsin	Chinese	16-46 (past 5 yrs)	66% admitted
U. Wisconsin	Japanese	13-26	66% admitted
Duke	E. Asian Humanities	60-65	11-13/entering class

Given this data, we expect healthy enrollments in our M.A.. Unlike most competing M.A.'s, ours includes East Asia, South Asia, and the Middle East in a single program and, therefore, it promises to appeal to a wider range of students as well as allowing for trans-regional programs of study. The relatively low tuition costs at UNC-Chapel Hill are also likely to attract a significant number of applicants.

Given the size and stature of our Chinese faculty, several of whom maintain close relationships with universities in China, Taiwan, and Singapore, we anticipate that a number of students from these regions will apply to the Chinese track of our M.A. program. Having a mix of U.S. (including NC) and international students will create a dynamic program and enhance the experience for both students and faculty. Like most other U.S. graduate programs in Chinese Studies, our M.A. program will generally aim to admit equal numbers of domestic and international students. International students will be able to receive additional support services from the Office of International Students and Scholar Services at UNC-Chapel Hill: <http://iss.unc.edu/>

**Societal Demand:** *(Provide evidence of societal demand and employability of graduates from each of the following source types. Maximum length 1,000 words)*

AMES is an evolving field that is responsive to the job market and student interest, as well as to new developments in humanities scholarship. Demand for proficiency in modern Asian languages and cultural competency is steadily growing at global, national, and state levels. We anticipate that our M.A. students will build careers in a range of areas in the public, private, and nonprofit sectors. Many will find positions in service, business, healthcare, and relief work where they will use their language and intercultural expertise for work with immigrant communities and global enterprise. We expect that some will couple their AMES M.A. with a professional degree (e.g. public health, social work, education, library and information science or law).

A March 2017 report published by New American Economy documents the growing importance of language skills in the wider U.S. job market, noting that the number of job postings seeking bilingual candidates nearly tripled from 240,000 in 2010 to 630,000 in 2015. The report notes that particular demand for speakers of Arabic, Chinese, and Spanish and especially high demand for bilingual workers in banking and healthcare. AMES enrollments nationwide have risen to meet demand. A Bureau of Labor Statistics report (April 2015) indicates overall enrollments in foreign languages increased by 12% between 2002 and 2013, with the biggest increases in Arabic (205%) and Chinese (79%), followed by Japanese and Korean. A 2013 Modern Languages Association report shows increased enrollments in all AMES languages between 2009 and 2013, particularly Korean (45%).

Additionally, “intercultural learning and competence” is one of five essential learning outcomes sought after by employers, according to the Association of American Colleges and Universities (AACU) Report “College Learning for the New Century” (2007). A 2013 AACU survey of 318 employers in the private sector and nonprofit organization found that over 90% of those surveyed “say it is important that those they hire demonstrate...intercultural skills” (1). Nearly all (96%) said it was important that employees felt “comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds” (7) (63% said this was *very* important). Over 55% felt it was important that employees “know about global cultures, histories, values, religions, and social systems” (8) (16% said this was *very* important).

Federal programs also prioritize AMES expertise. Flagship Grants, launched in 2002 by the D.O.D. National Security Education Program (NSEP), aim to develop language-capable and regionally knowledgeable professionals. Seven of our languages are Flagship priorities: the upcoming open competition is for Arabic, Chinese, Korean, Turkish, and Persian; the previous call focused on South Asia (Hindi and Urdu). NSEP also awards Flagship Culture Initiative Grants to enhance the capacity of U.S. universities to teach regional studies. Similarly, D.O.E. Title VI Foreign Language and Area Studies (FLAS) graduate student fellowships require recipients to take both language and content courses each semester, recognizing that regional expertise requires in-depth linguistic and cultural knowledge. All AMES languages are eligible for FLAS fellowships, indicating the interest the federal government has in developing expertise in these languages and cultures and the paucity of qualified applicants for careers that require this expertise.

Our M.A. meets these needs through a study of language and culture within contexts affected by global environmental, economic and political processes, and transnational flows of people and cultures that affect both Asia and the Middle East and the countries that host relevant immigrant, diasporic, and refugee communities. Training in these areas enhances students understanding of how the modern world functions and how they can most effectively live and work within it.

Our graduates will be well-positioned to work at think tanks such as the Council of Foreign Relations, the Center for Strategic and International Studies, the Rand Corporation, the Cato Institute, the Brookings Institution; at multilateral organizations such as the United Nations, International Labor Organization, the World Bank, the International Labor Rights Fund; at international policy organizations such as International Crisis Group, Human Rights Watch, National Democratic Institute, International Republican Institute, The Clinton Global Initiative, and the Carter Center; and in international business, law, development, and public health. DevNet, a leading international development and consultancy work resource operating since 1999, currently boasts 20,000 International Recruiters accessing their site. A search conducted in April 2018 on Idealist.org produced more than 2,500 positions requiring expertise in AMES languages and more than 10,000 positions related to Asia and the Middle East or associated communities, institutions, and organizations in the United States. The National Security Agency and the Department of Defense also continually recruit for experts in Arabic, Hindi-Urdu, Persian, Mandarin, and Korean, and associated cultural knowledge.

Closer to home, according to the 2016 U. S. Census Bureau the foreign-born population of North Carolina was approximately 7.7% (a 450% increase over the 1.7% of foreign-born residents in 1990). Four AMES languages (Chinese, Hindi, Arabic, and Korean) are among the top ten non-English languages spoken in North Carolina. An April 2018 search on ncworks.gov identified over 100 positions in North Carolina requiring or desiring expertise in AMES languages in sectors such as teaching, technology, healthcare, finance, business, management, engineering, IT, childcare, and law. The Bureau of Labor Statistics identifies North Carolina as an excellent place for deploying language and cultural proficiency in the workplace. In May 2017, for instance, there were 1640 interpreters and translators employed in the state, with a mean income of \$60,710. Similarly, there were 1060 foreign language and literature teachers with a mean wage of \$66,810. The Bureau predicts strong national growth in these fields, with an anticipated increase of 12,100 jobs in translation and interpretation (a 17.7% increase) and of 4,100 jobs in foreign language and literature teaching (an 11.9% increase) from 2016 to 2026.

### **For Doctoral Programs Only:**

Describe the following (maximum length 2,000 words):

- The research and scholarly infrastructure in place (including faculty) to support the proposed program.
- Method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
- State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

N/A

**Contact:** (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

<b>Position Title</b>	<b>Name</b>	<b>E-mail Address</b>	<b>Telephone</b>
<b>Associate Professor</b>	Yaron Shemer	yshemer@email.unc.edu	
<b>Associate Professor</b>	Li-ling Hsiao	hsiaoll@email.unc.edu	
<b>Associate Professor</b>	Ji-Yeon Jo	joj@email.unc.edu	
<b>Professor</b>	Morgan Pitelka	mpitelka@email.unc.edu	
<b>Department Chair</b>	Nadia Yaqub	<a href="mailto:yaqub@email.unc.edu">yaqub@email.unc.edu</a>	919 843-8149

This Letter of Intent to Plan a New Program has been reviewed and approved by the appropriate campus authorities.

<b>Position Title</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>		
<b>Provost (Joint Partner Campus)</b>		

**APPENDIX A<sup>i</sup>**  
**COURSES AVAILABLE FOR INTERDISCIPLINARY TRACK**

**EAST ASIA**

ASIA 453 Global Shangri-La: Tibet in the Modern World  
ASIA 468 Visual Arts and Culture in Modern and Contemporary China (ARTH 468)  
ASIA 481 Rhetoric of Silence: Cross-Cultural Theme & Technique (CPML 481) [HL21]  
ASIA 483 Cross-Currents in East-West Literature (CMPL 483)  
ASIA 486 Literary Landscapes in Europe and Japan (CMPL 486)  
ASIA 487 Mountains, Pilgrimage, and Sacred Places in Japan (RELI 487)  
ASIA 488 Shinto in Japanese History (RELI 488)  
ASIA 489 Animals in Japanese Religion (RELI 489)  
ASIA 545 The Politics of Culture in East Asia (ANTH 545)  
ASIA 574 Chinese World Views (ANTH 574, RELI 574)  
ASIA 578 Chinese Diaspora in the Asia Pacific (ANTH 578)  
ASIA 586 The Gardens, Shrines, and Temples of Japan (ANTH 586)  
ASIA 682 Contemporary Chinese Society (ANTH 682)  
HIST 720 Introduction to Asian History  
ASIA 7XX New course currently being designed by JAPN faculty (Driscoll)

Chinese Language Courses:

CHIN 407 Readings in Modern Chinese 1  
CHIN 408 Readings in Modern Chinese II  
CHIN 414 Advanced Reading and Composition  
CHIN 441 Chinese-English Translation and Interpreting  
CHIN 442 Modern Chinese Society  
CHIN 443 Business Communication Chinese  
CHIN 510 Introduction to Classical Chinese  
CHIN 511 Literary Chinese

Chinese Content Courses in Chinese:

CHIN 525 Ancient Chinese Philosophers and their Modern Reincarnation  
CHIN 531 Modernizing the Chinese Language  
CHIN 5XX Chinese History in Chinese (Hsiao)  
CHIN 6XX Chinese Contemporary Literature Online (Hsiao)  
CHIN 631 Writing Chinese (in) America: Advanced Studies of a Foreign Literature from United States Homeland  
CHIN 7XX New course currently being designed by CHIN faculty (Bergeton)  
CHIN 7XX New course currently being designed by CHIN faculty (Yue)

Chinese Content Courses in English:

CHIN 463 Narrative Ethics in Modern China  
CHIN 464 The City in Modern Chinese Literature and Film  
CHIN 531 The Chinese Zither in Poetry and Paint  
CHIN 551 Chinese Poetry in Translation  
CHIN 552 Chinese Prose in Translation

CHIN 562 Contemporary Chinese Urban Culture and Arts  
CHIN 563 Post-Mao Chinese Literature in Translation  
CHIN 7XX New course currently being designed by CHIN faculty (Visser)

Japanese Language Courses:

JAPN 401 Gateway to Mastering Japanese  
JAPN 408 Japanese Journalism  
JAPN 409 Japanese Modernism  
JAPN 410 Topics in Contemporary Japanese Literature  
JAPN 411 Food and Culture in Japan  
JAPN 412 Making Music in Japan  
JAPN 413 Fashioning Japan: Gender, Nation and Dress  
JAPN 414 Manga as a Japanese Art and Culture  
JAPN 415 Sports in Japanese Culture  
JAPN 416 Understanding Japanese Business Culture and Its Practice  
JAPN 417 Japanese Culture through Film & Literature

Japanese Content Courses in English:

JAPN 451 Swords, Tea Bowls, and Woodblock Prints: Exploring Japanese Material Culture  
JAPN 482 Embodying Japan: The Cultures of Beauty, Sports, and Medicine in Japan  
JAPN 521 Investigating Japanese Culture through TV Dramas  
JAPN 563 Structure of Japanese (LING 563)  
JAPN 7XX New course currently being designed by JAPN faculty (Pitelka)

Korean Language Courses:

KOR 407 Modern Korean Literature and Culture  
KOR 408 Changes and Continuities in Korean History  
KOR 4XX Korean through Current Affairs (Lee)

Korean Content Courses in English:

KOR 4XX Cold War Culture in East Asia (Kief)  
KOR 4XX Transnational Korean Cinema (Jo)  
KOR 5XX New course currently being designed by KOR faculty (Jo)  
KOR 6XX New course currently being designed by KOR faculty (Kief)  
KOR 7XX New course currently being designed by KOR faculty (Jo)

**SOUTH ASIA**

Hindi-Urdu Language Courses:

HNUR 407 South Asian Society & Culture  
HNUR 408 South Asian Media & Film  
HNUR 410 Seminar on the Urdu-Hindi Ghazal  
HNUR 411 Health & Medicine in South Asia

South Asia Content Courses in English:

ASIA 431 Persian Sufi Literature  
ASIA 453 Global Shangri-La: Tibet in the Modern World

ASIA 429 Culture and Power in Southeast [HL27] Asia (ANTH 429, FOLK 429)  
ASIA 456 Art and Visual Culture of South Asia (ARTH 456)  
ASIA 458 Islamic Architecture and the Environment (ARTH 458)  
ASIA 482 Sex, Gender, & Religion in South Asia (RELI 482, WGST 482)  
ASIA 522 The Beauty and the Power of the Classical Indian World  
ASIA 555 Religion, Coexistence, and Conflict in Medieval India (HIST 555)  
ASIA 556 Gender in Indian History (HIST 556)  
ASIA 557 Bandits, Rebels, and Storytellers: Fiction and History in India (HIST 557)  
ASIA 582 Islam and Islamic Art in South Asia (RELI 582)  
ASIA 583 Religion and Culture in Iran, 1500–Present (RELI 583)  
HNUR 592 Religious Conflict and Literature in India (RELI 592)  
ASIA 681 Readings in Islamicate Literatures (ARAB 681, RELI 681)  
ASIA 7XX New course currently being designed by HNUR faculty (Lothspeich)

### **MIDDLE EAST**

Arabic Language Courses:

ARAB 407 Readings in Arabic I  
ARAB 408 Readings in Arabic II

Middle East Content Courses in English:

ARAB 434 Modern Arabic literature in translation  
ARAB 452 Imagining Palestine (PWAD 452)  
ARAB 453 Film, Nation, and Identity in the Arab World  
ARAB 462 Global Perspectives on Arab Cultures & Societies  
ARAB 7XX New Course created by ARAB faculty (Yaqub)  
ARTH 561 Arts of the Islamic Mediterranean (ASIA 561)  
ASIA 425 Beyond Hostilities: Israeli-Palestinian Exchanges and Partnerships in Film, Literature, and Music (PWAD 425, JWST 425)  
ASIA 435 The Cinemas of the Middle East and North Africa (PWAD 435)  
ASIA 436 Language, Exile, & Homeland in Zionist Thought & Practice (JWST 436)  
ASIA 442 Postcolonial Literature of the Middle East (CMPL 442)  
ASIA 447 Gender, Space, and Place in the Middle East (GEOG 447, WGST 447)  
ASIA 458 Islamic Architecture and the Environment (ARTH 458)  
ASIA 471 Gender and Sexuality in Middle Eastern Literature (WGST 471)  
ASIA 536 Revolution in the Modern Middle East (HIST 536)  
ASIA 537 Women in the Middle East (HIST 537, WGST 537)  
ASIA 538 The Middle East and the West (HIST 538)  
ASIA 581 Sufism (RELI 581)  
ASIA 583 Religion and Culture in Iran, 1500–Present (RELI 583)  
ASIA 584 The Qur'an as Literature (RELI 584)  
ASIA 681 Readings in Islamicate Literatures (ARAB 681, RELI 681)  
ASIA 786 Critical Approaches to Asian and Middle East Studies  
ASIA 7XX New course currently being designed by M.E. Faculty (Shemer)  
ASIA 7XX New course currently being designed by M.E. Faculty (Yaghoobi)

**APPENDIX B**  
**COURSES AVAILABLE FOR CHINESE TRACK**

Chinese Language Courses:

CHIN 407 Readings in Modern Chinese I  
CHIN 408 Readings in Modern Chinese II  
CHIN 414 Advanced Reading and Composition  
CHIN 441 Chinese-English Translation and Interpreting  
CHIN 442 Modern Chinese Society  
CHIN 443 Business Communication Chinese  
CHIN 510 Introduction to Classical Chinese  
CHIN 511 Literary Chinese

Chinese Content Courses in Chinese:

CHIN 525 Ancient Chinese Philosophers and their Modern Reincarnation  
CHIN 531 Modernizing the Chinese Language  
CHIN 5XX Chinese History in Chinese (Hsiao)  
CHIN 6XX Chinese Contemporary Literature Online (Hsiao)  
CHIN 631 Writing Chinese (in) America: Advanced Studies of a Foreign Literature from United States Homeland  
CHIN 7XX New course currently being designed by CHIN faculty (Bergeton)  
CHIN 7XX New course currently being designed by CHIN faculty (Visser)  
CHIN 7XX New course currently being designed by CHIN faculty (Yue)

Chinese Content Courses in English:

CHIN 463 Narrative Ethics in Modern China  
CHIN 464 The City in Modern Chinese Literature and Film  
CHIN 531 The Chinese Zither in Poetry and Paint  
CHIN 551 Chinese Poetry in Translation  
CHIN 552 Chinese Prose in Translation  
CHIN 562 Contemporary Chinese Urban Culture and Arts  
CHIN 563 Post-Mao Chinese Literature in Translation  
CHIN 7XX Chinese Research Methods (Bergeton, Li, Hsiao)  
CHIN 7XX New course currently being designed by CHIN faculty (Visser)

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<sup>i</sup> Please note that course numbers ending in “XX” designate graduate courses currently under design. The Dept. of Asian Studies has a clear timeline in place for submitting these new courses prior to the launch of the M.A. program. The DAS Curriculum Committee, chaired by the Associate Chair, is currently working actively with Program Coordinators, who in turn oversee the development of new courses by individual faculty members in their programs.