

ECN330 INTERNATIONAL AND COMPARATIVE ECONOMICS (4 credit hours)

Instructor: Takashi YAMAMOTO, PhD

Office hours: M, W 14:00-15:00; T, R 11:00-Noon Office: A6

Website: <http://www.aiu.ac.jp/~yamamoto>

Email: yamamoto@aiu.ac.jp

Semesters: Fall

Meeting times: T, R 12:10-13:50

DESCRIPTION: Our study of international economics will be divided into two parts: trade and monetary macroeconomics. In the first half of the course, we will discuss the causes and consequences of international trade by examining various theories of international trade and evaluating their applications to real world events. We will try to understand why nations trade with each other, what they trade and the reasons for various forms of trade restriction. In the second half of this course, students will become familiar with major concepts in the area of macroeconomics, as they relate to open economies (output, exchange rates, etc.), and with models that help us evaluate policies that affect the determination of output, unemployment, price levels, and exchange rates for economies that are integrated within a global economy.

OBJECTIVES: This course will provide students with tools they need to think critically about international economic issues and policies. Understanding theories of international trade and open macroeconomics provides the intellectual platform young people need to successfully compete and cooperate in today's global markets. It also helps them discern fact from fiction in coverage of issues in the popular media and political arenas. Students are required to demonstrate that they know how to apply the concepts they are learning in their analysis of current issues and events.

STUDY MATERIALS:

<Textbooks>

Krugman, Paul R, and Maurice Obstfeld. International Economics: Theory and Policy, 7e. Pearson, Addison-Wesley, 2006.

Rarick, Charles A. Cases and Exercises in International Business. Prentice Hall, 2003. Some chapters of this book will be used for analysis and discussion.

<Reference books, supplementary readings, and other information>

Rivoli, Pietra. The Travels of a T-Shirt in the Global Economy. John Wiley & Sons, 2005. A good case study for political economy of trade policies and the effect.

Krugman, Paul R. 'The Myth of Asia's Miracle' in Foreign Affairs. November 1994.
World Bank. The East Asian Miracle: Economic Growth and Public Policy. Oxford University Press, 1993. Useful in analyzing the impact of free trade on economic growth in developing countries.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in the following three areas: (i) Research paper (50%), (ii) In-class presentations and participation (25%), and (iii) Take-home final examination (25%).

ACADEMIC PREPARATION: Students should have successfully completed, at a minimum, college courses in algebra, statistics, macroeconomics, microeconomics, and financial accounting, or their equivalents, or permission of the instructor.

POLICIES: All assignments and exams must be completed to receive a passing grade for this course. Students are reminded not to engage in acts of plagiarism or other forms academic dishonesty. See <http://en.wikipedia.org/wiki/Plagiarism> for more information.

COURSE FORMAT AND ACTIVITIES: This course consists of lectures, discussion, and student presentations. Theoretical explanation will be provided in lectures. In the first half of the course, students are expected to present policy implications of the theories and relevance to current issues in international trade and open-economy macroeconomics. Supplementary explanation of theories will be welcomed at student presentations. Students are expected to participate actively in case analyses. In the latter half of the course, students will present their research. To facilitate progress, each student will submit a research proposal by the end of the fifth week. The final version of the research paper should be submitted before final exam week. Format and other requirements for the research paper will be announced during the first week of the course.

SCHEDULE:

<Week 1>

Theme/Theories/Key Concepts: *overview of international trade and open-economy macroeconomics*

Textbook: Chapter 1 and 2

<Week 2>

Theme/Theories/Key Concepts: *Ricardian Model*

Economic issue: *Multinational corporations as conduits of technology*

Textbook: Chapter 3 – Labor Productivity and Comparative Advantage

<Week 3>

Theme/Theories/Key Concepts: *Heckscher-Ohlin Model, Stolper-Samuelson theorem, factor-price equalization theorem, Heckscher-Ohlin theorem*

Textbook: Chapter 4 – Resource, Comparative Advantage, and Income Distribution

<Week 4>

Theme/Theories/Key Concepts: *biased growth, export subsidy, import tariff, indifference curve, isovalue lines, terms of trade, Metzler paradox*

Case discussion: *Sunshine Farms: Withering since NAFTA (Case 8)*

Textbook: Chapter 5 – The Standard Trade Model

<Week 5>

Theme/Theories/Key Concepts: *ad valorem tariff, specific tariff, effective rate of protection, import quota, quota rent, voluntary export restraint (VER), local content requirement*

Economic issue: *Analyzing effects of the VER of Japanese cars in 1980s*

Textbook: Chapter 8 – The Instruments of Trade Policy

<Week 6>

Theme/Theories/Key Concepts: *import-substituting industrialization, export-oriented industrialization, high performance Asian economies (HPAEs)*

Case discussion: *Silicon Valley South? (Case 9)*

Textbook: Chapter 10 – Trade Policy in Developing Countries

Supplementary Reading: (1) The World Bank. The East Asian Miracle: Economic Growth and Public Policy. (2) Paul Krugman. 'The Myth of Asia's Miracle' in Foreign Affairs. November 1994.

<Week 7>

Theme/Theories/Key Concepts: *current account, financial account, capital account, GDP vs. GDP, official reserves, balance of payment accounting, national income accounting*

Textbook: Chapter 12 – National Income Accounting and the Balance of Payments

<Week 8>

Theme/Theories/Key Concepts: *exchange rate (spot, forward), interest rate parity conditions, rate of appreciation, rate of depreciation*

Case discussion: *Global Trade Blues (Case 13)*

Textbook: Chapter 13 – Exchange Rate and Foreign Exchange Market

<Week 9>

Theme/Theories/Key Concepts: *exchange rate overshooting*

Textbook: Chapter 14 – Money, Interest Rates, and Exchange Rates

<Week 10>

Theme/Theories/Key Concepts: *sterilized interventions, revaluation, devaluation, balance of payment crisis, self-fulfilling currency crisis, capital flight, gold standard, signaling effect of foreign exchange intervention*

Economic issue: *Comparing the Asian financial crisis in 1997 and the Mexican Peso crisis in 1994-1995*

Textbook: Chapter 17 – Fixed Exchange Rates and Foreign Exchange Intervention

<Week 11>

Theme/Theories/Key Concepts: *expenditure-changing policies, expenditure-switching policies, destabilizing speculation, managed floating, Plaza Accords, Louvre Accords, Chiang Mai Initiative*

Case discussion: *The Mouse That Roared (Case 14)*

Textbook: Chapter 19 – Macroeconomic Policy and Coordination under Floating Exchange Rates

<Week 12>

Student presentations of their research

<Week 13>

Student presentations of their research

<Week 14>

Student presentations of their research

<Week 15>

Review and Take-home Final Examination

ENV180 Introduction to Environmental Science I / 環境科学 I (3 credit hours)

<概要>

環境が破壊されつつあることは、現代の地球が抱えるもっとも深刻な問題の1つである。本講義では、環境破壊が著しいいくつかの項目について、世界の各国が、いかにして環境改善に努力しているかを学ぶ。本講義の特徴は、すべての事象を科学的根拠に基づいて考えることである。従って、物理、化学、生物が基礎となり、これらの自然科学の科目を履修してから本講義を履修するのが望ましいが、これらの科目を学習していない学生も理解できるように、やさしいレベルからの導入を試みる。

(注意：講義は英語にて行います。)

ENV420 Environmental Science in Global Perspective/国際環境科学 (3 credit hours)

<概要>

本講義では、地球規模で進行している環境問題について、主に社会科学的側面から学習する。講義の前半では、オゾンホールの拡大、地球温暖化、砂漠化等の地球環境問題の要因と影響を個別に検証する。また、ある地域・国における環境問題が、どのように国境を越えて地球規模で影響を及ぼしているかを俯瞰する。講義の後半では、環境問題について、南北間の経済格差、消費促進型経済システム、そして西欧主導の近代的合理主義との関連性の中で学習する。さらに、循環型経済、持続可能な開発における将来の展望も検証していく。

(注意：講義は英語にて行います。)

FIN310: FINANCIAL MANAGEMENT (4 credit hours)

Instructors: Tsung-ming YEH, PhD (Primary)
Michael LACKTORIN, PhD (Secondary)

Email: yosomei@aiu.ac.jp
mlacktor@aiu.ac.jp

Office: A14 (Yeh)
D201, Library/CELS (Lacktorin)

Website: <http://www.aiu.ac.jp/~yeh/>
<http://www.aiu.ac.jp/~lacktorin/>

Semesters: Spring/Fall

DESCRIPTION: This is an introductory course in corporate finance. Corporate finance deals mainly with two big issues: how corporations raise money, and how corporations spend money. Students learn the many basic theories related to corporate financing and investing activities. Study is divided into eight sections: (1) Corporate finance overview, (2) Financial Statements, (3) Valuation of Future Cash Flows, (4) Capital Budgeting, (5) Risk and Return, (6) Cost of Capital, (7) Long-Term Financial Policy, and (8) Advanced Topics.

OBJECTIVES: The primary objectives are to understand the basic theories, principles, practices, and terminology of corporate finance, and know how to apply these to analyze the past and predict the future performance of companies.

STUDY MATERIALS:

<Textbooks>

Brealey, Myers, and Marcus. Fundamentals of Corporate Finance. McGraw Hill

<Others>

Other materials will be selected from financial media, including Nikkei Shimbun (in Japanese, but Japanese language skills are not required), Nikkei Weekly, Wall Street Journal, Financial Times newspapers, Economist, Forbes, and the Nikkei website: www.nni.nikkei.co.jp, Bloomberg website: <http://www.bloomberg.com/>, and Yahoo Finance website: <http://finance.yahoo.com/>.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following four areas: Exams (40%),

Assignments (30%), Class participation (15%), and Final paper (15%).

ACADEMIC PREPARATION:

Prior to enrollment in this course, students should have successfully completed, at a minimum, college courses in algebra, statistics, financial accounting, or their equivalents.

COURSE FORMAT AND ACTIVITIES: The class is conducted in the computer lab to give students opportunities to work on assignments in class. Some class work is done in teams. We will access the Internet during class to bring the ‘real world’ of corporate finance into the classroom and connect concepts directly to present day Japan. Students are required to apply concepts from the textbook and lectures to analyze contemporary corporate finance issues. All students will take part in a final project. There is a range of final projects possible. For example, students could choose to apply concepts from the course to determine whether a particular stock appears to be under, over, or fairly valued. Or choose to use concepts from the course to do a comprehensive financial analysis of a particular firm’s financial statements. Student final presentations will begin toward the end of the semester using Excel or/and PowerPoint. Class participation is important.

SCHEDULE:

Week 1 Firms, Financial Managers, and Financial Markets

Week 2 Accounting and Finance

Week 3 Time Value of Money

Week 4 Valuing Bonds

EXAM 1

Week 5 Valuing Stocks

Week 6 Investment Decisions

Week 7 Risk, Return, and Portfolio Analysis

EXAM 2

Week 8 Capital Asset Pricing Model

Week 9 Cost of Capital

Week 10 Financial Structure Policy

EXAM 3

Week 11 Financial Statement Analysis

Week 12 Mergers and Acquisitions

Week 13 Foreign Exchange

Week 14 Presentations

Week 15 **Final Exam**

FIN440: INTERNATIONAL FINANCIAL MANAGEMENT (4 credit hours)

Instructors: Tsung-ming YEH, PhD (Primary)
Michael LACKTORIN, PhD (Secondary)

Email: yosomei@aiu.ac.jp
mlacktor@aiu.ac.jp

Office: A14 (Yeh)
D201, Library/CELS (Lacktorin)

Website: <http://www.aiu.ac.jp/~yeh/>
<http://www.aiu.ac.jp/~lacktorin/>

Semester: Fall

DESCRIPTION: This is an intermediate course in finance. The course is divided into three sections: (1) A brief review of foundations of financial management, (2) issues for financial management of the multinational firm, (3) case studies of Japanese corporate finance. In the first section, we will review the basic concepts and theories of financial management, such as net present value rule, risk and return, weighted average cost of capital, efficient market hypothesis, and financing policies. In the second section, the scope is extended to a global market, and we will introduce the foreign exchange issues and discuss investment and financing issues in foreign markets, such as international financial markets, international capital structure, international capital budgeting, and foreign direct investment. In the final section, we will conduct a set of case studies of international management focusing on issues for Japanese firms in world markets or non-Japanese multinational firms in the Japanese market.

OBJECTIVES: The primary objectives are to understand the basic theories, principles, practices, and terminology of international financial management, and know how to apply these in the context of Japanese firms in international markets and of multinational firms in the Japanese market.

STUDY MATERIALS:

<Textbooks>

Eun, Cheol and Bruce G Resnick. International Financial Management. McGraw-Hill, latest edition.

<Others>

Other materials will be selected from financial media, including Nikkei Shimbun (in Japanese, but Japanese language skills are not required), Nikkei Weekly, Wall Street

Journal, Financial Times newspapers, Economist, Forbes, and the Nikkei website: www.nni.nikkei.co.jp, Bloomberg website: <http://www.bloomberg.com/>, and Yahoo Finance website: <http://finance.yahoo.com/>.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following four areas:

Three quizzes (6.7% each)

Final exam – cumulative (20%)

Weekly assignments (30%)

Class participation (15%)

Final project (15%).

ACADEMIC PREPARATION:

An introductory financial management or corporate finance, or their equivalents.

COURSE FORMAT AND ACTIVITIES: Students are required to apply the concepts they learn from the textbook and from lectures to analyze contemporary international financial management issues. Classes meet in the computer lab to give students opportunities to work on assignments in class. Students will use the internet to bring the “real world” of international financial management into the classroom and connect concepts directly to present day Japan. Some class work is done in teams. All students will take part in a group final project. Student final presentations will be toward the end of the semester using Excel and PowerPoint. Classes are interactive and class participation is important.

SCHEDULE:

Week 1 Review of Corporate Finance: Risk & Return, WACC, NPV

Week 2 Review of Corporate Finance: Capital Structure

Week 3 Case Studies

Week 4 Balance of Payments

Week 5 The Market for Foreign Exchange

Week 6 Case Studies

Quiz 1

Week 7 International banking & Money Market

Week 8 International Bond Market

Week 9 International Stock Market

Week 10 Case Studies

Quiz 2

Week 11 International Portfolio Investment

Week 12 Foreign Direct Investment

Week 13 Case Studies

Quiz 3

Week 14 Presentations

Week 15 **Final Exam**

GEO 150 GEOGRAPHY (PHYSICAL AND HUMAN) (3 credit hours)

Instructor: Norie OSHIMA

Office hours: W 13:00-16:00

email: n-oshima@aiu.ac.jp

Semesters: TBA

Office: A19

Meeting times: TBA

DESCRIPTION: This course examines a number of concepts and topics that broadly constitute the discipline of geography under the key word 'globalization'. One of the topics is the study of the 'cities' that has been dramatically changed over the decades. Moreover, by focusing on global migration, especially on immigrants and displaced persons, this course gives students knowledge of the life of people crossing the borders with a wide range of issues related to immigrants in the age of globalization.

OBJECTIVES: The objectives of this course is to provide students with

- * Knowledge and understanding of geographic concepts, theory, and points of view;
- * Understanding of the relationship between nature and human being;
- * The ability to collect relevant information on a topic, to process and critically assess information in order to write a research paper, and to present the research to other students both orally and in writing;

STUDY MATERIALS:

<Textbooks> None

<Reference books, sources of readings and other information>

- * Kuby, M., Harner, J. and Cgober, P. (2004): *Human Geography in Action*. John Wiley and Sons.
- * Barrow, C.J. (1995): *Developing the Environment: Problems and Management*. Essex: Longman Scientific and Technical.
- * Charon, J.M. Vigilant, L.G. (2006): *Social Problems: Readings with Four Questions*. Belmont: Thomson.

ASSESSMENT:

30%: Active participation in discussions and other class activities

- You are expected to attend class, having completed the assigned reading on the syllabus in advance. Each class session will focus on one or more topics and be accompanied by appropriate readings.
- At entire module of the class students are required being active. Participation in discussion, commenting and questioning for other's presentation will be assessed.

25%: Homework assignments

- There will be a quiz on the day's assigned readings. The quizzes will be counted.
- Students will be required to prepare an oral presentation.

20%: Midterm exam

- A midterm in-class examination (1.25 hours) will be given in the middle of the course.

25%: *Final exam*

- A final exam of 1.25 hours will be given during the regular examination period.

POLICIES: 5 absences result in grade 'F'.

COURSE FORMAT AND ACTIVITIES: Lecture and discussion

SCHEDULE:

<Week 1>

Theme/Theories/Key concepts: Introduction to the Course and Systematic Geography

Readings: none

<Week 2>

Theme/Theories/Key concepts: Human Impacts on the Earth

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Preserving the Planet: Human Impact on Environmental System. In *Human Geography in Action*. John Wiley and Sons. pp. 419-432.

<Week 3>

Theme/Theories/Key concepts: Geology and Climates

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Preserving the Planet: Human Impact on Environmental System. In *Human Geography in Action*. John Wiley and Sons. pp. 419-432.

<Week 4>

Theme/Theories/Key concepts: Points and Lines

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): True Maps, False Impressions: Making, Manipulating, and Interpreting Maps. In *Human Geography in Action*. John Wiley and Sons. pp. 1-9.

<Week 5>

Theme/Theories/Key concepts: From Point to Space

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy. In *Human Geography in Action*. John Wiley and Sons. pp. 247-251.

<Week 6>

Theme/Theories/Key concepts: Urban structure

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Reading the Urban Landscape: Census Data and Field Observation. In *Human Geography in Action*. John Wiley and Sons. pp. 275-284.

<Week 7>

Theme/Theories/Key concepts: Residential Segregation

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Do Orange and Green Clash? Residential Segregation in Northern Ireland. In *Human Geography in Action*. John Wiley and Sons. pp. 329-333.

<Week 8>

Theme/Theories/Key concepts: Perception and Behaviour in Urban Settings

Readings: none

<Week 9>

Theme/Theories/Key concepts: Intra-Urban Mobility, International Migration

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Newton's First Law of Migration: The Gravity Model. In *Human Geography in Action*. John Wiley and Sons. pp. 85-92.

<Week 10>

Theme/Theories/Key concepts: Immigrants in Europe

Readings: none

<Week 11>

Theme/Theories/Key concepts: Immigrants in the U.S. 1

Readings: none

<Week 12>

Theme/Theories/Key concepts: Immigrants in the U.S. 2

Readings: none

<Week 13>

Theme/Theories/Key concepts: Environment, Urban, and Social Issues 1

Readings: arbitrary one chapter from

- Barrow, C.J. (1995): *Developing the Environment: Problems and Management*. Essex: Longman Scientific and Technical.
- Charon, J.M. Vigilant, L.G. (2006): *Social Problems: Readings with Four Questions*. Belmont: Thomson.

<Week 14>

Theme/Theories/Key concepts: Environment, Urban, and Social Issues 2

Readings: arbitrary one chapter from

- Barrow, C.J. (1995): *Developing the Environment: Problems and Management*. Essex: Longman Scientific and Technical.
- Charon, J.M. Vigilant, L.G. (2006): *Social Problems: Readings with Four Questions*. Belmont: Thomson.

<Week 15>

Theme/Theories/Key concepts: Final Exam

Readings: none

GEO 330: Regional Geography of East Asia

Instructor:	OSHIMA Norie	Office:	C05
Phone:	018-886-5958	E-mail:	n-oshima@aiu.ac.jp
Credits:	3		
Style of Class:	Lecture and Seminar		

Course Description:

Regional geography deals with wide range of subjects and tries to find regional characteristics. This course designed to help students understand geographic character of East Asia by studying both physical and human features of the area.

At the first setout, we will consider natural environment of Asia, and divide into some parts of the area. Then look at what kind of regional characteristics or universality that has been formed under such an environment Both historical and contemporary issues will be discussed.

The class will go off interactively and sometimes will have discussions, small works, presentations, and so on.

Course Objectives:

The objectives of this course is to provide students with

- * Knowledge and understanding of regional configurations in East Asia;
- * Knowledge and understanding of the relationship between nature and human being;
- * The ability to collect relevant literature on a topic in geography, to process and critically assess literatures in order to independently develop a scientific perspective, and to present this perspective to other students both orally and in writing;
- * The ability to develop a scientific and logical way of thinking.

Course

Materials:

- * No textbook
- * Handouts and selected short readings will be given in the class.
- * Features will be shown using a statistical table, a map, a slide, video, etc.
- * It is preferable to bring your own atlas.
- * References will be shown in the class.

Grading

Methods:

- 10%: Active participation in the class
- 5%: Taking a Tutorial for Research Paper
- 45%: Assignments (15%: Presentation 1, 15%: Presentation 2, 15%: Report on Excursion)
- 15%: Research paper
- 25%: Final exam

Schedule:				
-	4 th Sep	Tue	No class 1	
1	7 th Sep	Fri	Introduction of the Course and Regional Geography	
2	11 th Sep	Tue	Geographic Division of East Asia, Significant Elements of East Asian Region	
3	13 th Sep	Thu	Tutorial Day on your Research Paper 1	
4	14 th Sep	Fri	Tutorial Day on your Research Paper 2	
-	18 th Sep	Tue	No class 2	
-	21 st Sep	Fri	No class 3	
5	25 th Sep	Tue	Ethnicity in East Asia	
-	28 th Sep	Fri	No class 4	
6	2 nd Oct	Tue	Religion in East Asia	
-	5 th Oct	Fri	No class 5	
7	9 th Oct	Tue	Urban area of Japan	
-	12 th Oct	Fri		
8-9	13 th Oct	Sat	Conference at Akita University: 13.00-16.00	
10-17	14 th Oct	Sun	Geographical excursion (Akita plain/Senboku plain): 9.00-16.00	
-	16 th Oct	Tue	No class 6	
-	23 rd Oct	Tue	No class 7	
-	26 th Oct	Fri	No class 8	
18	30 th Oct	Tue	Rural area of Japan	
19	2 nd Nov	Fri	<i>Presentation 1</i>	
20	6 th Nov	Tue	Urban area of South Korea	
21	9 th Nov	Fri	<i>Presentation 2</i>	
22	13 th Nov	Tue	Rural area of South Korea	
23	16 th Nov	Fri	Urban area of China	
24	20 th Nov	Tue	Rural area of China	Due Date of RP Submission
25	27 th Nov	Tue	Urban area of Mongolia	
-	30 th Nov	Fri	No class 9	
26	4 th Dec	Tue	Rural area of Mongolia	
27	7 th Dec	Fri	<i>Presentation I</i>	
28	11 th Dec	Tue	<i>Presentation II</i>	
29	14 th Dec	Fri	Overview of the course	
(17 th -21st Dec)	Final Exam			

Note:

- * Every student has two presentations. One is a presentation based on an assigned short reading. The other is a presentation based on your research paper.
- * Reading Materials for a presentation are from
 - Byron, H. E. (2004): *Japanese Religion: Unity and Diversity*. Toronto: Thomson.
 - Zhao, S. (1994): *Geography of China: Environment resources population and development*. New York: John Wiley and Sons Inc.
 - Choe, Y.-J. (2006): *Land And Life: A Historical Geographical Exploration of Korea*. Jain Publishing.
 - Ryu, J.-H. (2000): *Reading the Korean Cultural Landscape*. Seoul: Hollym.
- * A presentation based on your own research paper, actually it is 'introduction of a research', have to include
 - Summary of readings (find at least 5 articles/books/reliable web-pages, review those)
 - Purposes of your research (You have to find possible research proposes in arbitrary subject)
- * No midterm exam for this course.
- * For all students attending a conference at Akita University on 13th October (Saturday) is mandatory.
- * For all students attending a geographical excursion on 14th October (Sunday) is mandatory. After the excursion you have to submit a short report.
- * During the entire module, active participation is required.

HIS 210 (JAS455): History of Japan-U.S. Relations

Fall Term: Tuesday and Thursday 17:00-18:30

Instructor: Michio Katsumata Office: Library 2nd Floor

Office Telephone: 5885 Email: katsumata@aiu.ac.jp

Course Goals

This course aims to train students to:

- (1) gain an understanding of the history of Japan-U.S. relations
- (2) learn what is meant by “the most important bilateral relationships in the world”
- (3) develop his/her critical thinking skills through comparative analysis
- (4) stimulate his/her imagination to revitalize the “historical ifs,” in order to shed new light on the events as if they were to happen today.

Course Description

The course offers a historical overview of the relationship between Japan and the United States. It focuses on how bilateral relations have changed in the 150 years since the two nations discovered each other in mid 19th century and until the Prime Minister Koizumi and President Bush administrations at the beginning of the 21st century. The course teaches more than the chronological sequence of information. As history is the dialogue between past and present, the class also will emphasize review of the historical topics in light of the latest findings and new interpretations. Students are encouraged to think critically about historical bilateral incidents in their historical context.

Classroom Activities

The class is mostly conducted in lecture format, but the students are strongly and frequently expected to participate in class discussions about how and why the people in charge of bilateral relations acted as they did in the historical situation under discussion as based on the reading materials and recommended books.

Prerequisites:

Basic knowledge of Japanese and U.S. history is helpful.

Evaluation

(1) Class attendance and participation	35%
(2) Three essays	15%
(3) Mid-term report (3 pages)	20%
(4) Final report (4-5 pages. By Dec.7)	30%

Course Materials:

Walter Lafeber, *The Clash*. New York: W.W. Norton & Company, 1997. Reading materials are also taken from Japanese and American newspapers and magazines as well as historical documents. Japanese and world chronologies and map book(s) are indispensable. Highly recommended is: Kota Kodama ed., *Chronology of Japanese History*. Tokyo: Yoshikawa Kobunkan, 2006. (児玉幸多編『標準日本史年表』吉川弘文館). There is a long list of recommendable books (mostly in Japanese) available at the library and Katsumata's office. Students are expected to read at least 4 or 5 books listed to write essay and reports.

Class Schedule and Reading Assignments

- 1. Introduction: Class Orientation**
How Japan and America Discovered Each Other
Textbooks and Materials to use
- 2. 1853-54: The First Brief Encounters**
WL Textbook: Chapter I
“Black Ships” Impact
- 3. 1854-67: Opening the Country Toward Modern Japan**
Kaikoku: End of the Tokugawa Dynasty
Kanrin-maru Exploration of the West
- 4. 1868-90: Meiji Restoration**
WL: Chapter II
“Wealthy Nation, Strong Army”
- 5. 1890-1912: Joining the Imperialists’ Club (1)**
WL: Chapter III
Japan’s War Against China and Russia
- 6. Imperialists’ Club (2)**
Japan’s World View
War as a Means of Diplomacy
- 7. American Views of Meiji Japan**
Hepburn, Clark, Hearn, etc.
Japanese students in America
- 8. 1912-1920: Conflict of Interest**
WL: Chapter IV
Manchuria to California
- 9. Red Menace**
Russian Revolution
Chinese Revolution
- 10. 1921-31: Rolling Twenties**
WL: Chapter V
Immigration Act Against the Japanese
- 11. The Great Depression**
Hoover
Arms Race

12. **1930s: Collision Course**
 WL: Chapter VI
 Takahashi and Hull
13. **Trade Issues and Political Conflicts**
 Japan's Expansion into China
 Rise of Fascism
14. **Pearl Harbor**
 WL: Chapter VII
 Surprise Attack!? Beginning of Total War
15. **FDR and Tojo**
 Different Types of Leaders
 Role of *Ten-no*, or Emperor
16. **1941-45: World War II**
 WL: Chapter VIII
 Pacific Theater and Relocation Camps for Japanese Americans
17. **1945: Atomic Bombs on Hiroshima and Nagasaki**
 Bilateral Perception Gap
 Beginning of the Cold War
18. **1945-1951: Occupation Era**
 WL: Chapter IX
 GHQ and *Ten-no*
19. **1950s: The Pivotal Decade**
 WL: Chapter X
 Communist China and Korean War
20. **1960s: Economic Miracle**
 WL: Chapter XI
 Japan-US Security Treaty Revised and Tokyo Olympics
21. **1970s: Vietnam War and Sato**
 Kennedy-Johnson-Nixon
 Okinawa's Return to Japan
22. **1980s: Toward "equal partnership"**
 WL: Chapter XII
 Ron & Yasu
23. **1990-2000: Japan's "Lost Decade"**
 Burst of the "Bubble Economy" and End of LDP Domination
 Clinton era

24. 2001~ : Japan-U.S. Alliance~

WL: Conclusion

Koizumi-Bush relationships

25. Conclusion: Is There Any Happy-Ending?

Still Unclear Vision of Japan's Identity and Role in the World

Still Unclear Vision of U.S. Diplomatic Strategy Toward Asia

26. & 27. Class Presentations

HIS260 RUSSIAN MODERN HISTORY

Instructor's Name Alexander Dolin
Office B-3
Office Hours
E-mail address alexanderdolin@aiu.ac.jp
Credits 3
Semesters fall semester
Day and time

COURSE DESCRIPTION

This course is designed as an overview of major stages in Russian history from the end of the 19th through the beginning of the 21st Centuries, with a general introduction to early Russian history, religion and culture. The roots of the Russian revolution are tracked through the concepts of the 19th Century populists and leftist extremists which brought the Empire to collapse. Lenin's social initiatives and Stalin's authoritarian rule are reconsidered in the context of world history with a special focus on the ideology of totalitarianism. The postwar crisis of the Soviet regime is shown as a prerequisite for Gorbachev's Perestroika reforms, eventually leading to the fall of the USSR and the emergence of the new democratic Russian Federation. Scrutinizing analyses of Putin's current policies brings the course to a conclusion.

COURSE OBJECTIVES

1. Introduce students to the milestones of New Russian History and Culture.
2. Develop students' analytical thinking and critical approach to the problems of history.
3. Explain the place of Russia as a political and military superpower in the globalizing world.

STUDY MATERIALS

D. MacKenzie, M.W.Curran **"Russia and the USSR in the Twentieth Century"**,
4th edition.
Special video materials.

ASSESSMENT

Percentage of each grading item

Homework assignments	100 points	25%
Participation in discussion	100 points	20%

Final examination 200 points 55%
Total number of points 400

EXPECTED ACADEMIC BACKGROUND

Sufficient English proficiency (EAR – 3 level and above)

POLICIES

Attendance is required.
Interest in the subject is encouraged.
Presentation skills are appreciated.
Learning Russian language is considered an advantage.

FORMAT AND ACTIVITIES

Lecture/seminar with regular presentations and discussions.
Viewing additional documentaries (optional).

CLASS SCHEDULE

- 1. Background and Early History**
Geography and Historical Contacts – The Family of Nations – Religious Roots – The Emergence of Russian State – Kiev Russia - Russian Heartland and the Concepts of Imperial Power – The Dynasties.
- 2. From the Middle Ages to the End of the 18th Century.**
The Mongol Yoke and the Retarded Pace of Historic Evolution – Moscow and the Final Liberation of the Nation – Ivan the Terrible and his Age – Peter the Great and his Age – Russia and Europe – Catherine the Great and her Age.
- 3. 19th Century – The Golden Age of Russian Culture**
The National Patriotic War against Napoleon’s Invasion – The First Liberalist Movements – Pushkin, Lermontov, Gogol and other great writers - The Major Reforms – The Formation of Russian Intelligentsia.
- 4. The Revolutionary Trends in the Late 19 – Early 20th cc.**
Revolutionary Populism – The Development of Marxism – From Populism to the Socialist Revolutionaries – The Emergence of the Revolutionary Terrorism – Tolstoy, Dostoevsky and other Humanists.
- 5. Revolution, Reaction and Reform (1904-1914)**

Russo-Japanese War and its Consequences – The First Russian Revolution of 1905 – Creation of the Duma (Parliament) Monarchy – Political Development and the Rise of the Leftist Parties – Economic and Social Growth of the Nation.

6. The Silver Age of Russian Culture (Late 19 – early 20th cc.)

Literature – Painting – Architecture - Music – The Most Advanced Culture of the Intellectuals and the Conservative Masses.

7. Presentations and discussions

8. Russia in the World War 1 and the Bourgeois Revolution

Russian Empire in the World War 1 – Wartime Diplomacy and Alliances – The Degrading Army – Bolsheviks and the Home Front – The Total Crisis of the Administration – The March Revolution and the Abdication of the Tsar.

9. From March to November 1917

The “Dual Power” - The Bolsheviks under Lenin’s Leadership – Kornilov and the Rightward Shift – The Leftist Push – The November Revolution as a Perfect Coup d’état. – The Power of Terror.

10. Civil War and War Communism (1917-1921)

First Steps of the Bolsheviks – The Beginning of the Civil War – The Reaction of the West and the Antanta Invasion – Further Developments – The Bloody Victory.

11. The New Economic Policy and Power Struggle (1921-1927)

Economic and Political Controls of NEP – Lenin’s Last Years – The Struggle over Succession – The Advent of Stalin.

12. Presentations and discussions

13. The Soviet Union under Stalin’s Rule 1

Struggle in the Communist Party and Stalin’s Triumph (1929-1934) – The Great Purges – The Policy of State Terror – Oppressed Religions – Totalitarian Machine and the Nation – The Cult of Personality – The Realm of Fear.

14. The Soviet Union under Stalin’s Rule 2

The Great Industrialization Debate (1924-1928) - The Five Year Plans – Playing on the Enthusiasm – Forced Collectivization and the Tragedy of Russian Peasantry – The Totalitarian Abuse of Culture – Ideological Press – Stalin’s “Cultural Revolution” in Education – Anticosmopolitan Policy and the Arts.

15. Soviet Foreign Policy and World War 2

The USSR versus the West (1917-1927) – Neoisolationism (1928-1933) – Steps to Collective Security (1934-1937) – Soviet-Japanese Conflicts – The Nazi-Soviet

Pact (1939-1941) – The German Invasion – The 1942 Campaign and the Turning Point of the War – Soviet Offensives and Allied Victory - The USSR and the Far Eastern War.

16. From Postwar Stalinism to Khrushchev Era (1945 – 1964)

The Establishment of Socialist Regimes in Eastern Europe – Stalin’s New Purges – The Crusade against Intellectuals – The Access to Nuclear Power – The Beginning of the Cold War – The Death of Stalin and Khrushchev’s De-Stalinization Policy – A Failure in the Agriculture Reforms – Confronting the West – Khrushchev’s Fall.

17. The Brezhnev’s Era (1964-1982)

Brezhnev’s Rise – Nationalism and Dissent – Cold War Concepts - Military Expenses – The Exploration of Space – Stagnation in Economy – Failing Ideology – Culture under Brezhnev - Soviet Intellectuals and the West – Out of Vicious Circle.

18. The Soviet Gerontocracy Rule (1982-1985)

From Brezhnev to Andropov – The Attempts of the Reforms – From Andropov to Chernenko - Degrading Economy – Total Crisis of Soviet Socialist System.

19. Gorbachev and Perestroika Reformation (1985-1991)

Gorbachev’s Way to Power – “Openness” and Political Freedom – The Rise of Nationalism in the Soviet Republics – The Restoration of Russian Orthodox Church - Perestroika’s Impact on the Economy – Social Changes – The Dissolution of the Socialist Block – The End of the Cold War.

20. The Collapse of the USSR (1991)

Gorbachev’s Promises and Reality - Yeltsin’s Rise and the Phantom of Democracy – Political Struggle and the Nations – The August Communist Coup – The Demise of the Soviet Union: Sacrificing the Country to Personal Ambitions – The Fall of Gorbachev - The Still-born Commonwealth of Independent States.

21. Presentations and discussions

22. The Yeltsin Era (1991-1999)

The Legacy of Soviet Communism – Dismantling the Political System – Dismantling the System of Social Security – Dismantling the System of Academic Research - The Privatization Reforms as the Greatest Fraud in History – From Populist Democracy to Populist Autocracy – Chaos in Economy – The Rise of Criminal Structures – The Legacy of Total Corruption – Chechen Revolt.

23. The Putin Presidency (1999- c/t)

Putin’s Career and the Way to the Top – Chechen War – A Stake on the KGB (FSB) Power – Consolidation of the State – Controversial Economic Policy – A Dialogue with the West – Natural Resources and Russia’s Economic Progress –

Stratification of the Society – Prospects of Further Growth – Russia with Putin and after him.

24. Final Examination

HIS 270: Modern History of the United States

Fall Term: Mondays & Wednesdays 9:00-10:15

Instructor: Itsuki Kurashina Office: C-17

Office Telephone: 018 (886) 5990 E-mail: ikurashina@aiu.ac.jp

Course Goals

This course has two primary goals:

1. The students will acquire basic information about the recent history of the United States in order to prepare for further studies in American Studies
2. The students will gain an understanding of changing images of “America” in the United States and various expressions of these images in domestic as well as international scenes.

Course Description

This introductory level lecture course will survey the history of the United States since the late 19th century. Key changes in U.S. politics, economy, society, thought and culture will be explored. A central focus will be the images of “America” and their expression in domestic and international scenes. These “American images” will be used to demonstrate the interaction between internal change and the development of the United States as a leading international player.

Classroom Activities

Basic information will be provided in the lectures. At the same time, students are expected to express their opinions and/or to answer questions posed by the lecturer in classroom. They also have to read three assigned documents and write a short analysis paper for each document.

Prior Academic Preparation

None

Evaluation

Three short papers 60% (20% for each): Students attending have to read three separate documents on US history and write an analysis paper for each document. The paper must not be more than one, double-spaced, A-4 paper. The titles of the documents and the due dates for these papers will be known at the beginning of the semester.

Examination 30%: An in-class, closed-book examination will be held at the end of the semester. All questions are consisted of multiple-choices and T/F.

Attendance 10%

Participation to Class Discussion Extra Points (up to 5%): Your questions about the contents

of the lecture, your answer to the questions of the lectures, and any other comments from you will be the basis of extra points.

Course Materials

Textbook: John M. Murrin, Paul E. Johnson, James M. McPherson, Gary Gerstle, Emily S. Rosenberg, and Norman L. Rosenberg, *Liberty, Equality, Power: A History of the American People*, Concise 3rd Edition. Belmont, CA: Thomson Wadsworth, 2004. The lecturer will select some books with basic information on US history and put them on reserve in the Library.

Course Schedule

1. **Course Introduction**
2. **A Divided Country I – Colonial Age**
Required: *Liberty, Equality, Power*, pp. 43-58 (15 pages)
3. **A Divided Country II – The Civil War**
Required: *Liberty, Equality, Power*, pp. 252-267, 303-309 (21 pages)
4. **Industrialization and Its Critics**
Required: *Liberty, Equality, Power*, pp. 489-505 (16 pages)
5. **Economic Expansion and Immigration**
Required: *Liberty, Equality, Power*, pp. 507-510, 517-525 (11 pages)
6. **Emergence of New Economic Institutions**
Required: *Liberty, Equality, Power*, pp. 507-517, 526-529 (13 pages)
7. **Progressivism I – Municipal and State Reforms**
Required: *Liberty, Equality, Power*, pp. 534-551 (17 pages)
8. **Progressivism II – National Reform**
Required: *Liberty, Equality, Power*, pp. 551-562 (11 pages)
9. **The United States Looking Abroad**
Required: *Liberty, Equality, Power*, pp. 564-577 (13 pages)
10. **Foreign Policy under Progressive Presidents**
Required: *Liberty, Equality, Power*, pp. 577-588 (11 pages)
11. **World War I and Wilson’s Diplomacy**
Required: *Liberty, Equality, Power*, pp. 589-596, 604-609 (12 pages)
12. **The United States under World War I**
Required: *Liberty, Equality, Power*, pp. 596-604, 609-614 (13 pages)
13. **The 1920s I – Prosperity under an Associative Government**
Required: *Liberty, Equality, Power*, pp. 616-627 (11 pages)
14. **The 1920s II – Left behind the Prosperity**
Required: *Liberty, Equality, Power*, pp. 628-643 (15 pages)
15. **The Great Depression and FDR**
Required: *Liberty, Equality, Power*, pp. 644-658 (14 pages)

16. **Enlarging the New Deal**
Required: *Liberty, Equality, Power*, pp. 658-668 (10 pages)
17. **New Deal's Domestic and International Impacts**
Required: *Liberty, Equality, Power*, pp. 668-675, 677-684 (14 pages)
18. **WWII and the United States**
Required: *Liberty, Equality, Power*, pp. 692-704 (12 pages)
19. **Containment at Home and Abroad**
Required: *Liberty, Equality, Power*, pp. 706-716 (10 pages)
20. **Social Impacts of Containment**
Required: *Liberty, Equality, Power*, pp. 716-730 (14 pages)
21. **The New Look and Affluence**
Required: *Liberty, Equality, Power*, pp. 730-744, 754-757 (17 pages)
22. **Discontents of Affluence**
Required: *Liberty, Equality, Power*, pp. 744-753, 757-762 (14 pages)
23. **Under the Vietnam War**
Required: *Liberty, Equality, Power*, pp. 763-777 (14 pages)
24. **The Nixon Years**
Required: *Liberty, Equality, Power*, pp. 777-789 (12 pages)
25. **The Post-1970 Period I – New People, New Issues**
Required: *Liberty, Equality, Power*, pp. 790-804 (14 pages)
26. **The Post-1970 Period II – Groups with larger Voices**
Required: *Liberty, Equality, Power*, pp. 805-818 (13 pages)
27. **The Post-1970 Period III – Presidency after Watergate**
Required: *Liberty, Equality, Power*, pp. 819-837 (18 pages)
28. **Review**
29. **Final Examination**

HIS 280: Modern History of China

Term: Spring, Fall 2007

Instructor: Norihito Mizuno, Ph.D.

Office Telephone:

Credits:3

Office:

Email:

Course Objectives

History 280 is a survey course of modern Chinese history and will pursue the following objectives:

1. A student is expected to grasp an overview of China's transformations from the early 19th century until recent years.
2. A student is hence expected to gain basic and necessary knowledge of various topics in modern Chinese history in order to accomplish the first objective.

Course Description

The course will cover Chinese history since about 1800 to the present. It examines all major aspects, including politics, foreign relations, socio-economic and cultural changes which China has undergone. Particular focus will be given to:

- China's suffering of imperialism and strife for modernization and survival
- The struggle between the Communists and the Nationalists
- Sino-Japanese conflict and WW II in the 1930s and early 40s
- Communist China under Mao
- China after Mao
- Taiwan (if it is regarded as part of "China").

Classroom Activities

1. A lecture will be the basic framework of this course. A student is expected to attend every meeting and take notes in class.
2. A student is also expected to raise questions and participate in class discussion actively.
3. Videos will be shown to help student's understanding of the course.

Prerequisites

None

Evaluation

1. Examinations (40% x 2 = 80%): Midterm and final examinations based on lectures and the assigned readings, and consisting of ID and essay questions. A study guide will be given more than one week before each exam.
2. Quizzes (5% x 2 = 10%): Two quizzes (ten multiple-choice questions each) A study guide will be given one week before each quiz.
3. Attendance/Participation (10%): Attendance will be irregularly taken.
*Some chances to earn extra points may be given.

Course Materials

Immanuel C.Y. Hsu. The Rise of Modern China. 6th ed. #ISBN: 0195125045

*Some additional readings will be assigned.

Course Schedule

Week 1(Apr. 9-13)

I. Course Introduction

II. Brief overview on Chinese history before 1800

Reading: Hsu, Ch. 1-5.

Week 2(Apr. 16-20)

III. Manchu Conquest of China and the Qing Dynasty

IV. The Beginning of “Century of Humiliation”

Reading: Hsu, Ch. 6-10.

Week 3 (Apr. 23-27):

V. Domestic Upheavals (1800-1870s)

VI. The Qing Reform Attempts

Reading: Hsu, Ch. 11-15.

***1st Quiz (Apr. 27)**

Week 4 (Apr. 30-May. 4)

No Class

Week 5 (May. 7-11)

VII. The Rise of Nationalism

VIII. The Revolutionary Movement

Reading: Hsu, Ch. 16-19

Week 6 (May. 14-18)

IX. Post-Imperial China in Disunity

X. Nationalists and Communists

Reading: Hsu, Ch. 20-22.

Study Guide for the 1st Midterm Examination (May. 18)

Week 7 (May. 21-25)

XI. China and Japan

Reading: Hsu, Ch. 23-24.

Week 8 (May. 28-Jun. 1)

1st Midterm Examination (May. 28)

Movie

Week 9 (Jun. 4-8)

XII. Sino-Japanese Conflict in the 1930s

XIII. China and WW II

Reading: Hsu, Ch. 23-24.

Week 10 (Jun. 11-15)

XIV. China after WW II

XV. The Rise of Communist China

Reading: Hsu, Ch. 25.

Week 11 (Jun. 18-22)

XIV. Mao's China

Movie

Reading: Hsu, Ch. 26-27

Week 12 (Jun 25-29)

XV. The Great Cultural Revolution

Reading: Hsu, Ch. 28-29

2nd Quiz (Jun. 25)

Week 13 (Jul. 2-6)

XVI. China after Mao

XVII. China's Modernization Effort under Deng

Reading: Hsu, Ch. 30

Week 14 (Jul. 9-13)

XVIII. China in the 1990s

XIX. China in the 21st Century

Reading: Hsu, Ch. 30

Study Guide for the Final Examination (Jul. 13)

Week 15 (Jul. 16-20)

XX. Brief Historical Overview on Taiwan (-1945)

XXI. Contemporary Taiwan (1945-present)

Reading: Hsu, Ch. 31.

Final Examination

HIS340 Mongolian History and Society /モンゴル歴史・社会論 (3 credit hours)

<概要>

モンゴル高原は、年間を通じて乾燥・寒冷をその特色とし、稲作などの栽培植物の育成が困難だった。これにかわってモンゴルでは、遊牧的牧畜業が基幹産業となってきた。本講座では、モンゴルの気候風土や地理的特色を説明し、そこに根ざした牧畜社会の性質を解説する。歴史的にはモンゴルは騎馬民族として世界史を塗り替えたが、これが可能となった理由を考察し、チンギス、ホビライら賢帝の事跡も概観する。近年では人民革命から民主化を経て、都市部における新興産業も芽生えてきた。モンゴルは中露にはさまれ、政治・軍事的にも難しい位置にある。新興産業、伝統文化を両立させ、今後モンゴルがどのように自立していくかを考察するのも、本講の目的の一つである。

(注意：講義は英語にて行います。)

HPE 150: HEALTH AND PHYSICAL EDUCATION LECTURE (1 credit hour)
(Social Science Perspective of Sport and Leisure)

Instructor: Kiyotaka KATO, Ph.D.
Email: katok@aiu.ac.jp
Office: A-3 (ext. 5942)
Office Hours: TBA
Semester: Spring and Fall
Meeting Days/Time TBA
Place: TBA

DESCRIPTION: Today, many, if not most, people who live in developed countries believe that physical activity, such as sports and exercise, is one of the best ways to maintain their health. However, the physiological impact of sports is just one aspect that of sports. Sports affect people and their lives many ways. For example, the prosperity of professional sports leagues provides opportunities for people to watch sports as a leisure activity. These people may receive psychological benefits from watching these games. However, whereas sports leagues may bring positive economic impact, they may also bring negative social impact on their home towns. In order to evaluate the impacts of the professional sports leagues, social science perspectives, such as sociology and psychology, are very crucial. This course offers students opportunities to consider aspects of sport that influence us and our society using social science perspective.

OBJECTIVES: The objective of the course is to provide the students with a comprehensive understanding of sport through a social science perspective to critically analyze various aspects of sport.

STUDY MATERIALS: There is no required text book in this course. However, the instructor will give you reading assignments each time. Students should be prepared to discuss and answer questions about the reading assignments. Optional materials are the following:

1. Sage, G. H. (1998). Power and Ideology (2nd Ed.). Human Kinetics, IL: Champaign
2. Mullin, B. J., & Sutton, W. A. (2000). Sport Marketing (2nd Ed.). Human Kinetics, IL: Champaign
3. Goldstein, J. H. (1989). Sports, Games, and Play. Lawrence Erlbaum Associates, NJ: Hillsdale.
4. Sperber, M. (1990). College Sports Inc. Henry and Holt and Company, NY: New York.
5. Street & Smith's Sports Business Journal.

ASSESSMENT:

Class attendance: 20 %
Journals: 20 %

Presentation: 10 %
Final Exam: 30 %

EXPECTED ACADEMIC BACKGROUND: None

POLICIES: Academic misconduct in any form is in violation of the AIU rules. This includes copying or sharing answers on tests or assignments, plagiarism, or having someone else do your academic work. Students are expected to attend all classes. In case of emergency, illness, or other serious situation, the student should notify the instructor in advance if possible.

FORMAT AND ACTIVITIES: The style of this course is Lecture/Discussion for one credit.

SCHEDULE:

- Class 1 Course Introduction, Sports or Sport? Why Study Sport and Leisure?
- Class 2 Unit I. New Aspects of Sport and Leisure from an Economic Viewpoint
 1) Sport & Leisure Industry in Japan and Its Scale
 2) Economic Impacts of Sport
 Sport events & sport participation
- Class 3 Unit II. Sport & Leisure Participation
 1) Sport Participation & Opportunities
- Class 4 2) Benefits of Participating in Sport & Leisure
 Social & psychological benefits
- Class 5 3) Sport Fans
 Fans & Spectators
- Class 6 Unit III. Sport & Commercialism
 1) Sport Marketing
- Class 7 2) Olympic Games
- Class 8 3) Professional Sports Leagues
 Japan & U.S.
- Class 9 4) Big Time College Sports
 Examples from the United States
- Class 10 5) Sport & Media
- Class 11 Unit IV. Sport and Community
 1) Sport and City
 Building city through sport
- Class 12 2) Sport and Local Community

Unit V. Issues in Sport

Class 13 1) Sociological Issues in Sport

Class 14 2) Ethical Issues in Sport

Class 15 Final Exam

HUM 150 COMPARATIVE CULTURAL STUDIES (3 credit hours)
(Great Spiritual Teachings of Asia and Japanese Culture)

Instructor: Alexander Dolin
Office: B3
Office Hours: TBA
E-mail address: alexanderdolin@aiu.ac.jp
Semesters: Every semester
Day and Time: TBA

DESCRIPTION: The course is designed to familiarize the students with the major trends in Comparative Culture studies, giving a broad panorama of the world's cultures from ancient times to the present day with focus on East Asia. Problems of sociology, ethics and aesthetics are incorporated into the course which allows students to develop a significant understanding of the historical process and various cultural phenomena. Special accent is placed on intercultural communication, conflicts of cultures and major globalization trends which in turn facilitates rational comprehension of the changing world.

OBJECTIVES

1. Introduce students to the major achievements of comparative culture studies.
2. Expand students' worldviews by giving an outline of vital problems of various cultures in the context of world history.
3. Trace the patterns of intercultural communication, especially referring to East Asia and Japan.
4. Develop students' analytical thinking and critical approach to the problems of intercultural conflicts and globalization.

STUDY MATERIALS

A Dolin "Comparative Culture in a Nutshell"
(Special CD-ROM textbook / reference disk with Internet links.)
Ph. J. Adler "World Civilizations", Wadsworth-Thomson, 2003, ed. 3
Special videotapes and DVD
Reference Books and materials are enlisted for every topic.
World outline practice maps
Online resources are also used.

ASSESSMENT

Homework assignments 100 points: 25 %
Participation in discussions 100 points: 25 %
Final examination 200 points: 50 %
Total number of points 400

EXPECTED ACADEMIC BACKGROUND

Sufficient English proficiency (advanced EAP – level 3 and above)

POLICIES

- Attendance is required.
- Interest in the subject is encouraged.
- Presentation skills are appreciated.
- Plagiarism is despised.

FORMAT AND ACTIVITIES

Lecture/seminar with regular presentations and discussions. Students are expected to write papers using their reference materials provided on the CD-ROM and fully participate in the discussions.

CLASS SCHEDULE

1. Definitions and Concepts of Culture in Works by Western scholars: Cultural Relativism; Human Evolution and Adaptation; Genetics, Races and Nations; Diffusion of Culture.
Excerpt from a film on Human Evolution
2. Major concepts of Culture – Urban and Non-urban Culture -
Transmission and Evolution of Culture–
Evaluative Grading of Cultures – Culture and Civilization.
Excerpt from a film on Australian Aborigines
3. Language and Society – Foreign Languages and Translation –
Nationalist Trends in Politics and Languages – Languages of Culture – Creative Mind in the Arts. 3
4. Family, Kinship and Formation of Communities – Emergence of
Social Structures and Regulations – Formations of Classes, Casts
and other Social Groups – Emergence of Ideology and Law.
Excerpt from a film on a tribe in New Guinea
5. Presentations and Discussion.
6. Religion and Mankind – Veneration of Elements, Forces of Nature,
Stars and Planets. – Animism and Totemism – Ancestor Worship -
Polytheism and Monotheism - Occultism and Magic – Japanese
Shinto as a Polytheist Cult - Major Monotheist Religions
and World Culture.
Excerpt from a film “God and Mankind”
7. Forms of Ritual - Dietary Laws – Marriage Regulations – Taboos –
Sacred Rites and Ceremonies – Religious Transformation – Social

Transformation – Rites of Passage – Life-cycle Ceremonies and Festivals.

Excerpt from a film on Rites of Passage (Sumatra)

8. Myth and Culture – Basic Concepts of the Mythology Studies – Various Approaches to the Structure of Myth – Myth and Religious Archetype in Primitive Societies – Myth and Cultural Archetype in Modern Societies - Myth and Art – The Future of Myth.

Excerpt from a film “Greek Mythology”

9. Presentations and Discussion

10. Religions in Indian Society - Hinduism and Indian Culture – General Nature of Hindu Beliefs – Hindu Mythology and Pantheon- Veda and Brahmanism – Vedic Heritage and Upanishada Philosophy – Major Literary and Philosophic Monuments (Mahabharata and Ramayana) - Sacred Places – Festivals and Rites.

Excerpt from a film “Cultural Legacy of India”

11. Indian Philosophy and Life - Ahimsa (no harm) Concept – Transmigration, Rebirth and Karma Concepts – The Ashrama (four stages of life) Concept – Major Cults and Religious Orders – Bhakti Mysticism – Hinduism and Art. – Krishnaism and Western Culture – Hinduism and Islam.

12. Tantric Traditions and Esoteric Texts – Tantric Rituals – Universal Energy and Human Potential – Emergence of Yoga – The Yoga Sutra by Patanjali – Perfection of Body and Mind – Yoga in the West – Totalitarian Cults and Modern World.

Excerpt from a film “Yoga and Miracles”

13. Presentations and Discussion 13

15. Advent of Buddhism – The Meaning of Buddhist Doctrine – The Four Noble Truths – The Eightfold Path – Concept of Karma in Buddhism – Suffering, Impermanence and No-self – Concept of Enlightenment - Concept of Nirvana. – Buddhism and Spiritual Life – Ways of Self-perfection - Buddhism and the Arts.

Excerpt from a film on Buddhist Art

16. Mahayana Buddhism – The Bodhisattva Ideal – The Three Buddha Bodies - Basic Teachings and Sacred Texts – Hinayana Buddhism – The Arhat Ideal - Basic Teachings and Sacred Texts - Major Trends in Esoteric Buddhism – Buddhism in India, South-East Asia,, China, Tibet and Japan – Buddhism and Indigenous Polytheist Religions -

Buddhism and Modern Society.

17. Presentations and Discussions

18. Chinese Culture in the Current of History – Imperial Centre and the Countries of East Asia – Coexistence of Religions – Concepts of Stability and Flexibility – Ethic and Aesthetic Ideals – The Silk Road and Transmission of Culture - China and the West: Past and Present.

Excerpt from a film “Cultural Legacy of China”

19. Basic Concepts of Taoism – Heaven -Man-Earth - The *Wu wei* (non-interference) Principle - Identity of Life and Death – Following the Way - Forces of Nature and The Five Elements – The Book of Changes - Taoism and Science – Taoism and Medicine – Taoist Yoga, Chi-gong and Martial Arts – Taoism and Buddhism.

Excerpt from a film on ancient Kung-fu Traditions

20. Taoist and Buddhist Concepts in Chinese Arts – Transmittance and Accumulation of Culture – Tradition and Progress – Learning and Creativity – Masters and their Schools.

Excerpt from a film on Chinese Art

21. Confucianism as a System of Life – Humanism (jen) as the Basic Principle – The Role of Cultural Heritage – Compilation of Five Classics and their Functions in the Teaching – Concepts of Loyalty and Filial Piety – Concept of a Noble-minded Man (junzi) – Concept of a Righteous Ruler – Concept of Social Harmony and Peaceful Administration - Analects (Lun-yui) by Confucius – Confucianism in China as a Pillar of Social Life – Confucianism and Neo-Confucianism in Japan – Ideals of Bushido – Confucian Ethics Today.

22. Presentations (Preliminary Review of the Course by the students)

23. Discussion on Chinese Culture

24. Zen Aesthetics and its Role in Japanese Culture – Perception of Zen in the West – Suzuki Daisetsu and his Works in Europe and America – Proliferation of Zen in Western Literature, Music and Painting. – The Triumph of Oriental Martial Arts in the West.

Excerpt from a film on Zen Karesansui Gardens

25. Japan and the West - Periods of Cultural Interaction – Christian Age and Orandagaku in the Edo Period – Meiji Restoration and influences from Western Culture – Confrontation with the West – Postwar Japan and American Impact on the Mass Culture – Tradition and Innovation – Prospects of

Globalization.

Final Exam.

HUM 180: Introduction to Tohoku Culture 1

Instructor:	OSHIMA Norie	Office:	C05
Phone:	018-886-5958	E-mail:	n-oshima@aiu.ac.jp
Credits:	3		
Style of Class:	Lecture and excursions		
Course Description:			
<p>There are huge amount of researches about Tohoku, as many discipline approaches it from their own perspective. Every research thinks that Tohoku is not peripherally area but one of the regions in Japan.</p> <p>This course provides introduction to Tohoku through studying various kind of culture. Even though this course focuses on Akita prefecture, we will also study Tohoku and Japanese in order to understand particularity and universality of Tohoku.</p> <p>The class will go off interactively and sometimes will have discussions, small works, presentations, and so on.</p>			
Course Objectives:			
<p>The objectives of this course is to provide students with</p> <ul style="list-style-type: none"> * Understanding of richness and diversity of Tohoku; * Understanding of particularity and universality of Tohoku; * The ability to collect relevant information on Akita, Tohoku, Japanese, to process and critically assess information in order to make a research paper, and to introduce the research to other students both orally and in writing; * The ability to develop a logical way of thinking. 			
Course Materials:	<ul style="list-style-type: none"> * No textbook * Handouts and selected short readings will be given in the class. * Features will be shown using a statistical table, a map, a slide, video, etc. * It is preferable to bring your own atlas. * References will be shown in the class. 		
Grading Methods:	<p>10pts: Active participation in the class</p> <p>60pts: Report on excursions (15pts for each excursion)</p> <p>15pts: Presentations (10pts for the first presentation, 5pts for the second presentation)</p> <p>15pts: Research paper</p>		
Schedule:			
-	3 rd Sep	Mon	No class 1
1	7 th Sep	Fri	Introduction of the Course

2	10 th Sep	Mon	What is culture?	
3-4	14 th Sep	Fri	Excursion 1: History of Yuwa in the end of Edo period (13.00-15.30)	
-	21 st Sep	Fri	No class 2	
5-6	28 th Sep	Fri	Excursion 2: Shinmei shrine (13.00-15.30)	
7	1 st Oct	Mon	Tutorial Day on your Report	
8-9	5 th Oct	Fri	Excursion3: Mitake Shrine (13.00-15.30)	
-	12 th Oct	Fri	No class 4	
-	15 th Oct	Mon	No class 5	
10-12	26 th Oct	Fri	Excursion4: Traditional houses (13.00-17.00)	
13	29 th Oct	Mon	Current Studies on Local Culture	
14	2 nd Nov	Fri	<i>Presentation 1</i>	
15	5 ^h Nov	Mon	<i>Presentation 2</i>	
16	9 th Nov	Fri	Festivals	
17	12 th Nov	Mon	Dietary Culture	
18	16 th Nov	Fri	Castle town Akita	
19	19 th Nov	Mon	Reclaimed village Ogata	
20	26 th Nov	Mon	Preserved town Kakunodate	
21	30 th Nov	Fri	New Year's Events	
22	3 rd Dec	Mon	New Year's Foods	Due Date of a research paper
23	7 th Dec	Fri	<i>Presentation I</i>	
24	10 th Dec	Tue	<i>Presentation II</i>	
25	14 th Dec	Fri	Overview of the course	
(17 th -21st Dec)	No Final Exam			

Note:

- * The schedule above is a tentative. The schedule will be rearranged depends on the number of students etc.
- * 4 EXCURSIONS will be held on FRIDAYS between 13.00 and 17.00. These excursions are mandatory for all students.
- * Students will be responsible for some EXPENSES such as entry fee for some museums, lunch, and so on. The admission fee will be about 1000 yen.
- * Every student has two presentations. One is a presentation based on an assigned short reading. The other is a presentation based on your research paper.
- * Reading Materials for a presentation are from
 - Byron, H. E. (2004): *Japanese Religion: Unity and Diversity*. Toronto: Thomson.
 - Miyamoto, M. (2003): *The book of five rings: The cornerstone of Japanese culture*. Hod Hasharon: Astorong Publishing House Ltd.
- * During the entire module, active participation is required.

HUM 200 WORLD CIVILIZATIONS (3 hour credits)

Instructor's Name: Alexander Dolin
Office B3
Office Hours: TBA
E-mail address: alexanderdolin@aiu.ac.jp
Semesters: Every semester
Day and Time TBA

Course description

This course offers a general introduction to Civilization Studies using all the advantages of interdisciplinary research which including perspectives from history, archeology, ethnography, anthropology, social studies, ethics and aesthetics. Study of the history of mankind as seen through the prism of civilizations opens new horizons for analyzing and understanding ideas, laws, religious practices, political changes and progress in the arts in various parts of Europe, Asia, Africa and the Americas. Detailed explanations of the major concepts of Civilization provide a comparative vision on the topics covered in the course. The course traces the pathways of the world civilization from antiquity to the XXI c. making a bridge between the past and the present stage of humanity which now faces the age of globalization.

Course objectives

1. Examine the roots of human civilization regarded as a universal creative phenomenon.
2. Enhance students' understanding of history and culture.
3. Reinforce students' analytical and critical thinking skills.
4. Develop creative approaches to the problems of globalization.

Study Materials

A. Dolin "World Civilization in a Nutshell"
(Special CD-ROM textbook / reference disk with Internet links)
Ph. J. Adler "World Civilizations"
Special videotapes and DVDs.
Reference books and materials enlisted for every topic.
World outline practice maps
Online resources

Assessment

Percentage of each grading object

Homework assignments 100 points 25 %
Participation in discussions 100 points 25 %

Final examination 200 points 50 %
Total number of points 400

Expected academic background

Sufficient English proficiency
(advanced EAP – level 3 and above)

Policies

Attendance is required.
Interest in the subject is encouraged.
Presentation skills are appreciated.
Plagiarism is despised.

Format and Activities

Lecture/seminar with regular presentations and discussions.
The students are required to write papers using their reference
Materials provided on the CD-ROM.
Students are also expected to fully participate in the discussions and watch some
supplementary video materials.

Class Schedule

(special video materials provided for every class)

1. Introduction to the Theory of Comparative Study of Civilizations – Definitions of Civilization - History of the Civilization Studies. - Major Scholars and their Central Concepts since mid 19th c. to the Present.
2. Evolution and Mankind – Human Development during the Paleolithic Age – The Neolithic Age: from Hunting and Gathering to Agriculture - Metal and its uses.
3. Human Genetics: the Formation of Races and Nations - Family and Kinship – The Formation of Social Structure and the Emergence of the State.
4. Language and Culture – Transmission of Culture and Acculturation Problems – Accumulation of Knowledge. – Cultural Relativism.
5. Emergence of Religion. – Polytheism, Animism and Totemism. – Monotheistic Religions – Religion and Society – State Religions in the History of Civilizations. - Traditional Societies and Civilization.
6. Presentations

7. The Legacy of Mesopotamian Civilization. (Sumer, Babylon, Assyria) – The Evolution of Writing – Mathematics and Chronology – Religion and the Afterlife – History in the Epic Tales – Law and Government – The Code of Hammurabi – The Decline of Mesopotamian Culture
8. The Legacy of Egyptian Civilization – Egypt’s Uniqueness – The Pharaoh – The Old Kingdom – The Middle Kingdom – The New Kingdom – The Conquests.
9. Egypt: Religion and Eternal Life – The Gods of Egypt – The Pyramids and Mummies – Daily Life and Various Inventions.
10. Presentations
11. The Legacy of Hebrew Culture - Israel and Jewish Religious Beliefs — Hebrew Torah and The Holy Bible - The Roots of Christianity - The Destiny of the Nation.
12. The Legacy of Indian Civilization. – Mohenjo-Daro and Harappa Culture – Aryan Invasion – Vedic Wisdom – Gods of Hinduism – The Caste System and Indian Society – Hinduism and Buddhism – India under the Muslim Rulers and the Convergence of Cultures.
13. The Legacy of Chinese Civilization. – Religious Syncretism: Taoism, Buddhism and Confucianism – Philosophy and Major Geopolitical Concepts - Natural Science and Medicine - Architecture and Engineering – Literature and the Arts – China in the XX c. and Prospects for the Future.
13. Great Civilizations of the Americas : The Olmecs – The Chavin – The Maya – The Toltecs – The Aztec Empire – The Inca Empire – The Conquest and the Fall of Indigenous Civilizations.
- 15 Presentations
16. The Legacy of Greek Civilization – Early Hellenic Mythology and Religion – The Mycenaean Age - Athens and Sparta – The Persian Wars – The Peloponnesian War and the Destiny of Classical Greece.
17. Hellenic Culture – Emergence of Philosophy – Architecture and Fine arts – Literature and Theatre – The Foundations of the European Ethos.
18. Alexander the Great and Hellenistic Civilization – The conquests and the Proliferation of Hellenic Culture – Cultural Policy and Political Culture – The Globalized Thinking - Religious Tolerance and the Concept of Ecumenicism.

19. Ancient Iran and the Kingdoms of the Middle East .
20. The Legacy of Roman Civilization – The Roman Republic – The Roman Democracy - Politics and Cultural Expansion - The Roman Army and the Conquests in Europe, Asia - and Africa – The Rise of the Roman Empire
21. Roman Culture and the World - Pax Romanum - Judicial System – City Culture – Architecture and Engineering – Fine Arts – Everyday Life – Civilization and Barbarians. – The Heritage of Rome in Europe: from the Dark Ages to Renaissance .
22. Presentations
23. The Legacy of Byzantine Civilization and The Greek Orthodox Church - The Phenomenon of Russian Civilization and Eurasian Empires during the Middle Ages.
24. The Clash of Civilizations - The Formation of European Civilization and Christian Ideals – Medieval Europe and the Islamic Empires: Political Confrontation and Cultural Convergence. – Civilizations in the Modern World and the Ever-changing Balance of Power.
25. Final Examination

HUM240 History of Science/科学史 (3 credit hours)

<概要>

この科目は、古代から21世紀までの科学的思考における主要な発展の考査を通じた、科学史の入門である。科学史の研究は、思想の歴史と社会的歴史から成り立つ。この授業で注目する科学の発展は、特に科学が進歩するにしたがい、科学に関連して変化する哲学的背景（知識と価値に関する思想）との関係を考察していく。しかしながら、科学は常に一般的な社会的文脈の一部であることも理解したいと考える。この授業を通じて、科学的思想と成果について、科学的観点から学ぶことができる。最終的に、20世紀と今日の科学における科学的な進歩を見ていく。

（注意：講義は英語にて行います。）

HUM320 Introduction to Chinese Ethnic Culture/中国の民族文化概論(3 credit hours)

<概要>

56 の民族と広大な国土を持つ中国。このような環境の中で育ってきた中国文化は、東洋文化としての独自性を持つ一方、多様な民族性と地域性によって特徴付けられ、その違いは人々の性格形成や行動様式にも影響を与えている。この講義では、特に、飲食、芸術、服飾、神話・伝説という四つの面から中国の民族文化を概観し、その多彩な民族性や地域性への理解を深める。主要な民族文化の特徴、民族と地域文化の相互影響と共存などが講義の中心となるが、近年の開放政策に伴う外国文化の大量流入が民族文化に与える影響などについても触れる。

(注意：講義は英語にて行います。)

HUM 330: History and Cultures of Canada and Mexico (3 credit hours)

Fall Term

Course Goals

1. Allow students to develop a historical and geographical perspective on Canada and Mexico in the context of North America.
2. Introduce students to the concepts of historiography and the connections between history, geography, sociology and anthropology.
3. Develop the students' sense of problems in international relations.
4. Examine various issues such as race and colonialism in a historical and political context.
5. Develop an understanding for the value of political, cultural and social variation in North America.

Course Description

The goal of a history and cultures course is to give students the opportunity to deepen their knowledge of the geography, history and cultural variation of the region. This course is designed to broaden the student's view of North America to include the two "neighboring" countries of the United States. The basic foundation of the course will be geographical and historical roots of modern Canada and Mexico. However, there will also be substantial attention paid to modern social and political problems with a particular focus on NAFTA.

Classroom Activities

This class will be a combination of lecture, discussion and question and answer. As an upper level class, active student participation is expected.

Prior Academic Preparation

As a 300 level course, students are expected to have completed Composition II and Introduction to North American Studies. It is also very helpful if students have also taken Modern U.S. History and Geography of North America.

Evaluation

Grades in the course will be based on two hour examinations, each worth 20%; quizzes, worth 20% collectively, two writing assignments worth 15% each and class participation, worth 10%.

Examinations: The examinations will primarily be essays (long and short) with a substantial map component.

Quizzes: Quizzes will be frequent, sometimes unannounced (but there will be one a week...at least), and focus on map questions, material from the readings and materials from immediately prior classes. Outline maps available for practice.

Writing Assignment: The writing assignment is designed to allow students to pick some aspects of the class material that they want to examine more fully than the class period allows. A writing assignment handout is on a separate sheet.

Class participation: Students are strongly encouraged to actively participate in the class, both as speakers and as listeners where appropriate. Obviously, students who are absent or late to class are not participating fully.

To pass the course, you must complete all assignments. There will be no makeup quizzes. If you let me know in advance that you will not be in class for a legitimate reason, then any quiz given that day will not be counted in calculating your grade. If you do not let me know ahead of time, except in the case of serious illness, then you will receive a zero for that quiz. There will be no makeup examinations unless you make arrangements in advance except in emergencies. In the case of sudden illness, contact me to make arrangements. Plagiarism or cheating on a paper, examination, quiz or any other assignment will result in the failure (zero) on that assignment as a minimum penalty. Cases of plagiarism or cheating will be reported to the Dean of Academic Affairs and the President to be entered as part of your permanent record

Plagiarism is the taking of words or ideas of another person and presenting them as your own. It is acceptable to use someone else's words and/or ideas as long as you give the person proper credit. If you have any doubts or questions about how to give credit to someone else in your own writing, check with me or any of the EAP faculty.

Cheating is making use of any assistance on an examination, assignment, quiz or other class project beyond what has been authorized by the instructor. If you have any questions about what is acceptable, please ask.

Writing Assignments

Two essays are required for this class. The first is due Wednesday, October 18, 2006 and the second is due Wednesday, December 6, 2006. These papers must be typed, double-spaced, with standard font and margins, justified only on the left side and with page numbers for the text and references only (NOT the title page, if any). There is no minimum or maximum length for the paper.

The content of these papers should propose topics or theses suitable for a 300 level class. Then the student should analyze that topic, discussing, if appropriate, competitive interpretations, with suitable examples, and draw conclusions from the material presented. Any material drawn from other sources must be appropriately cited. Remember, in an anthropology inquiry, comparison and culture are usually part of the analysis.

The writing assignments are designed to allow students the opportunity to explore topics of interest to them at greater depth than normal classroom discussion might allow. Therefore, selecting topics is extremely important and should be done as soon as feasible. The topic should not be so narrow as to be without interest, but yet not so broad that a major book is required. Each topic must be approved by the instructor.

The essays will be graded both on writing quality and on content. Papers with major mechanical flaws will be returned, as unacceptable and ungraded, to the student for re-writing and a substantial penalty will be assessed. Students are encouraged to seek

editorial and proofreading assistance from others in an ethical manner. Expectations of student writing are discussed on a separate sheet.

Expectations for Students Writing Papers for Professor Mock's History, Humanities and Anthropology Courses:

For papers written outside of class (reaction papers, term papers, "think" papers:

Ideas: What are you talking about and is it interesting

Support: What sorts of evidence do you present? What is the argument?

Organization and Coherence:

Is the paper constructed logically and does it flow from point to point in a reasonable manner.

Style: Appropriate word choice, good sentence structure and so forth.

Mechanics: Spelling, grammar, and punctuation. Proper formatting and citations are expected.

Plagiarism: None is acceptable

Time Management: Papers should be done with sufficient time to allow adequate editing and proofreading. We encourage mutual peer editing (NOT REWRITING). Much of the difficulty students have with writing comes from time management. If you do not understand something, ask your instructor.

Preliminary Drafts: Instructors may or may not require preliminary drafts but most, if not all, instructors will look at material before the due date. Instructors will not edit your work but they will point out problem areas that can then be fixed.

Dual Submission: Papers may be submitted for a composition course and another course, with permission of both instructors. Either or both instructors may specify restrictions.

Sources may be in any language. However, in English language papers, quotes should be translated into English and the citation should be made in an appropriate form (e.g., a Roman alphabet transliteration for ideograph based languages).

Recommended Materials on Writing:

Harvey, Gordon 1998 *Writing with Sources: A Guide for Students*. Indianapolis, IN: Hackett Publishing

Kirszner, Laurie and Stephen Mandell 2003 *The Pocket Handbook with Infotrac*

Weston, Anthony 1987 *A Rulebook for Arguments*. Indianapolis, IN: Hackett Publishing
On Reserve in Library, PHI 150: Philosophy

Format: (also on assignment sheet)

Papers must be typed, double-spaced, justified only on the left, in Times New Roman font, 12 point with standard margins (top and bottom 1", sides 1.25") and page numbers. Do not number title page. Do not leave a blank line between paragraphs.

Course Materials

Brown, Craig (Ed) *The Illustrated History of Canada*. Toronto: Key Porter Books, 2003.
ISBN 1552635082, paperback

Cockcroft, James D. *Mexico's Hope: An Encounter with Politics and History*. New York: Monthly Review Press, 1998.

Recommended:

World Atlas, The Hammond *Explorer World Atlas* and the Rand McNally *Quick Reference World Atlas* at both available through the Academic Affairs Office.

Class Schedule and Reading Assignments

Week I:	<u>Canada and Mexico?</u> Introduction Geography of North America	Atlas
Week II:	<u>Geography of Canada</u> Physical Geography Quiz 1: Canada Map Stuff Cultural Geography	Brown, C. 1,
Week III:	<u>Early Canadian History</u> No Classes – National Holiday Pre-Contact Canada Quiz 2: Mexico Map Stuff	Brown, C. 2
Week IV:	<u>The Europeans</u> Early Contact Quiz 3: United States Map Stuff Imperial Canada	Brown, C. 3
Week V:	<u>Expansion and Industrialization</u> Across the Continent Quiz 4: All Map Stuff Industrial Transition	Brown, C. 4 & 5
Week VI:	<u>Postwar Canada</u> No Classes – Festival Recovery Day Canada after WW II Quiz 5	Brown, C. 6
Week VII:	<u>Multicultural Canada</u> Ethnicity and Nationality Quiz 6 Recent Migrations First Writing Assignment Due	Tagg (copy handout)
Week VIII:	<u>Canada in the Future</u> NAFTA and Nationalism Quiz 7 First Hour Examination	Wikopedia, NAFTA
Week IX:	<u>Physical Geography of Mexico</u> Physical Geography	Cockcroft, Introduction

Quiz 8:
Pre-Contact Mexico

Week X: History I
Invasion and Colonization Cockcroft 1 & 2
 Quiz 9
Independence and Civil War

Week XI: History II
to the Revolution Cockcroft 3 & 4
 Quiz 10
Pre-World War II

Week XII: Political and Social Dominance
Postwar Mexican State Cockcroft 5
 Quiz 11
Foreign Capital

Week XIII: Social Classes and Conflict
Ethnicity Cockcroft 6
 Quiz 12
Political Stratification

Week XIV Perils of Modernity
Industrialization Cockcroft 7
 Quiz 13
Oil
Second Writing Assignment Due

Week XV Beyond the PRI
Mexico and the United States
 Quiz 14
NAFTA and Beyond

Second Hour Examination is during “Finals Week”,

Canada – Map

Neighboring Countries

Denmark (Greenland)
United States

Physical Geography

Arctic Ocean
Atlantic Ocean
Baffin Bay
Baffin Island
Beaufort Sea
Davis Strait
Georgian Bay
Great Bear Lake
Great Slave Lake
Gulf of St. Lawrence
Hudson Bay
Hudson Strait
James Bay
Labrador
Labrador Sea
Lake Erie
Lake Huron
Lake Ontario
Lake Superior
Lake Winnipeg
Laurentian Highlands
(Canadian Shield)
Newfoundland Island
Pacific Ocean
Queen Charlotte Islands
Rocky Mountains
St. Lawrence River
Vancouver Island
Victoria Island

Mexico – Map

Neighboring Countries

Belize
Guatemala
United States

Physical Geography

Provinces

Alberta
British Columbia
Manitoba
New Brunswick
Newfoundland
Nova Scotia
Ontario
Prince Edward Island
Quebec
Saskatchewan

Territories

Northwest Territories
Nunavut
Yukon

Cities

Calgary
Edmonton
Hamilton
Montreal
Ottawa
Toronto
Vancouver
Winnipeg

States

Aquascalientes
Baja California Norte
Baja California Sud
Campeche
Chiapas

Baja California
 Bay of Campeche
 Caribbean Sea
 Gulf of California (Sea of Cortez)
 Gulf of Mexico
 Isthmus of Tehuantepec
 Oaxaca Valley
 Pacific Ocean
 Plateau of Mexico
 Sierra Madre Occidental
 Sierra Madre Oriental
 Yucatan Peninsula

Cities

Cuidad Juarez
 Guadalajara
 Leon
 Mexico City
 Monterrey
 Puebla
 Tijuana

Chihuahua
 Coahuila
 Colima
 Durango
 Guanajuato
 Guerrero
 Hidalgo
 Jalisco
 Mexico
 Mexico City (Federal District)
 Michoacan
 Morelos
 Nayarit
 Nuevo Leon
 Oaxaca
 Puebla
 Queretaro
 Quintana Roo
 San Luis Potos
 Sinaloa
 Sonora
 Tabasco
 Tamaulipas
 Tlaxcala
 Vera Cruz
 Yucatan
 Zacatecas

United States – Map

Neighboring Countries

Canada
 Mexico
 Russia

Physical Geography

Appalachian Mountains
 Arctic Ocean
 Atlantic Ocean
 Beaufort Sea
 Bering Strait
 Columbia River
 Gulf of Alaska
 Gulf of Mexico
 Hudson River

Cities

Anchorage
 Atlanta
 Boston
 Chicago
 Dallas
 Denver
 Detroit
 Los Angeles
 Miami
 Minneapolis/St. Paul
 New Orleans
 San Francisco
 Seattle
 Washington, D.C.

States

States (con't)

Kentucky
 Louisiana
 Maine
 Maryland
 Massachusetts
 Michigan
 Minnesota
 Mississippi
 Missouri
 Montana
 Nebraska
 Nevada
 New Hampshire
 New Jersey
 New Mexico
 New York

Lake Erie
Lake Huron
Lake Michigan
Lake Ontario
Lake Superior
Long Island, NY
Missouri River
Mississippi River
Ohio River
Pacific Ocean
Rio Grande River
Rocky Mountains
St. Lawrence River

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas

North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

HUM 340: History and Civilizations of Native Americans (3 credit hours)

Fall Term:

Course Goals

1. Develop a basic understanding for the geography and history of Native Americans.
2. Develop an understanding of the modern cultures and societies of Native Americans.
3. Examine the impact of European colonialism on Native Americans with some suggestions for how this might be the same or different for Africa or Asia.
4. Allow the students to develop a firmer understanding of the native “roots” of North and South America and how these roots impact the modern societies.
5. Examine questions of race and ethnicity as they are manifest in a variety of North and South American societies.

Course Description

This course is an upper level course designed to present geography and history of Native Americans as a foundation for a discussion of current cultures of Native Americans. Both North America and South America will be under consideration with a particular emphasis on different environments of various groups, their adaptation to these environments, and the different experiences with European contact. The final part of the course will focus on the sociology and culture of modern Native Americans including a discussion of differences found among Native American groups in different countries of the New World and parallel experiences of “First Nation” peoples in other areas.

Classroom Activities

This class will be a combination of lecture, discussion and question and answer. As an upper level class, active student participation is expected

Prior Academic Preparation

As a 300 level course, students are expected to have completed Composition II and Introduction to North American Studies. It is also very helpful if students have also taken Modern U.S. History and Geography of North America.

Evaluation

Grades in the course will be based on two hour examinations, each worth 25%; quizzes, worth 20% collectively, one writing assignment worth 20% and class participation, worth 10%.

Examinations: The examinations will primarily be essays (long and short) with a substantial map component.

Quizzes: Quizzes will be frequent, sometimes unannounced (but there will be one a week...at least), and focus on map questions, material from the readings and materials from immediately prior classes.

Writing Assignment: The writing assignment is designed to allow students to pick some aspects of the class material that they want to examine more fully than the class period allows. A writing assignment handout is on a separate sheet.

Class participation: Students are strongly encouraged to actively participate in the class, both as speakers and as listeners where appropriate. Obviously, students who are absent or late to class are not participating fully.

Policies: To pass the course, you must complete all assignments. There will be no makeup quizzes. If you let me know in advance that you will not be in class for a legitimate reason, then any quiz given that day will not be counted in calculating your grade. If you do not let me know ahead of time, except in the case of serious illness, then you will receive a zero for that quiz. There will be no makeup examinations unless you make arrangements in advance except in emergencies. In the case of sudden illness, contact me to make arrangements.

Plagiarism is the taking of words or ideas of another person and presenting them as your own. It is acceptable to use someone else's words and/or ideas as long as you give the person proper credit. If you have any doubts or questions about how to give credit to someone else in your own writing, check with me or any of the EAP faculty.

Cheating is making use of any assistance on an examination, assignment, quiz or other class project beyond what has been authorized by the instructor. If you have any questions about what is acceptable, please ask.

Plagiarism or cheating on a paper, examination, quiz or any other assignment will result in the failure (zero) on that assignment as a minimum penalty. Cases of plagiarism or cheating will be reported to the Dean of Academic Affairs and the President to be entered as part of your permanent record.

Writing Assignments: One essay is required for this class, due Wednesday, December 6, 2006. This paper must be typed, double-spaced, with standard font and margins, justified only on the left side and with page numbers for the text and references only (NOT the title page, if any). There is no minimum or maximum length for the paper. The content of this paper should propose topics or theses suitable for a 300 level class. Then the student should analyze that topic, discussing, if appropriate, competitive interpretations, with suitable examples, and draw conclusions from the material presented. Any material drawn from other sources must be appropriately cited. Remember, in an anthropology inquiry, comparison and culture are usually part of the analysis.

The writing assignments are designed to allow students the opportunity to explore topics of interest to them at greater depth than normal classroom discussion might allow. Therefore, selecting topics is extremely important and should be done as soon as feasible. The topic should not be so narrow as to be without interest, but yet not so broad that a major book is required. Each topic must be approved by the instructor.

The essays will be graded both on writing quality and on content. Papers with major mechanical flaws will be returned, as unacceptable and not graded, to the student for re-writing and a substantial penalty will be assessed. Students are encouraged to seek editorial and proofreading assistance from others in an ethical manner. Expectations of student writing are discussed on a separate sheet.

Expectations for Student Writing Papers for Professor Mock's History, Humanities and Anthropology Courses:

For papers written outside of class (reaction papers, term papers, "think" papers).

Ideas: What are you talking about and is it interesting

Support: What sorts of evidence do you present? What is the argument?

Organization and Coherence:

Is the paper constructed logically and does it flow from point to point in a reasonable manner.

Style: Appropriate word choice, good sentence structure and so forth.

Mechanics: Spelling, grammar, and punctuation. Proper formatting and citations are expected.

Plagiarism: None is acceptable

Time Management: Papers should be done with sufficient time to allow adequate editing and proofreading. We encourage mutual peer editing (NOT REWRITING). Much of the difficulty students have with writing comes from time management. If you do not understand something, ask your instructor.

Preliminary Drafts: Instructors may or may not require preliminary drafts but most, if not all, instructors will look at material before the due date. Instructors will not edit your work but they will point out problem areas that can then be fixed.

Dual Submission: Papers may be submitted for a composition course and another course, with permission of both instructors. Either or both instructors may specify restrictions.

Sources may be in any language. However, in English language papers, quotes should be translated into English and the citation should be made in an appropriate form (e.g., a Roman alphabet transliteration for ideograph based languages).

Recommended materials on writing:

Harvey, Gordon 1998 *Writing with Sources: A Guide for Students*. Indianapolis, IN: Hackett Publishing

Kirszner, Laurie and Stephen Mandell 2003 *The Pocket Handbook with Infotrac*

Weston, Anthony 1987 *A Rulebook for Arguments*. Indianapolis, IN: Hackett Publishing
On Reserve in Library, PHI 150: Philosophy

Format: (also on assignment sheet)

Papers must be typed, double-spaced, justified only on the left, in Times New Roman font, 12 point with standard margins (top and bottom 1", sides 1.25") and page numbers. Do not number title page. Do not leave a blank line between paragraphs.

Course Materials

Kehoe, Alice B. *North American Indians: A Comprehensive Account*. Upper Saddle River, New Jersey: Pearson/Prentice Hall. 2006.

Assigned readings on highland and lowland South America.

Recommended:

Either Rand McNally *Quick Reference World Atlas* or Hammond *Explorer World*.

Class Schedule and Reading Assignments

<u>Week I:</u>	<u>Introduction</u> Pick up syllabus (Instructor somewhere over the Pacific Ocean) Why American Indians? Geography/Ecology OPTIONAL CLASS, only this week	
<u>Week II:</u>	<u>America's Earliest Humans</u> Migration(s) Quiz 1 (Countries) Cultural Areas	C. 1
<u>Week III:</u>	<u>The Rise of the Mexican Nations</u> Beginning → Classic Quiz 2 (Provinces, Territories and States) Post classic → Modern	C. 2
<u>Week IV:</u>	<u>The Greater Southwest</u> Southern/Northern Quiz 3 (Geographical Features) Appacheans & Yumans	C. 3
<u>Week V:</u>	<u>The Southeast</u> Pre-Europe & Contact Quiz 4 1856 → Present	C. 4
<u>Week VI:</u>	<u>The Northeast</u> Prehistoric and Contact Quiz 5 19 th and 20 th Centuries	C. 5
<u>Week VII:</u>	<u>The Prairie-Plains</u> Prehistoric Quiz 6 Historic	C. 6
<u>Week VIII:</u>	<u>Mesoamerica</u> Ecological Complexity Quiz 7 <u>First Hour Examination</u>	Handout
<u>Week IX:</u>	<u>Intermontane West and California</u> Cultural Pattern & Great Basin Quiz 8 Plateau & California	C. 7

<u>Week X:</u>	<u>Northwest</u> Prehistoric Quiz 9 Historic	C. 8
<u>Week XI:</u>	<u>The Arctic and Subarctic</u> Prehistory, Aleuts & Inuit Quiz 10 Dene and Northern Algonkians	C. 9
<u>Week XII:</u>	<u>The Amazon Basin</u> Ecology and Prehistory Quiz 11 Historic	Handout
<u>Week XIII:</u>	<u>Highland/Lowland in Western South America</u> Prehistoric Empires and Contact Quiz 12 Post Contact	Handout
<u>Week XIV</u>	<u>First Nations of America in the Contemporary World</u> Holiday – No class Conditions from the Past and current movements Quiz 13 <u>Writing Assignment Due</u>	Handout
<u>Week XV</u>	<u>First Nations and the Future</u> The 21 st Century? Quiz 14	
Finals Week	<u>Second Hour Examination</u>	

SOC390 Chinese Cinema and Society/現代中国の映像芸術と社会 (3 credit hours)

<概要>

本科目では、現代中国における映画と社会の関係を考察する。映画は、映像芸術の一ジャンルとして、映画批評や映画学のような一般的な芸術的基準による評価を受ける。しかし、今日においても中国で量産される政治教育映画に典型的に見られるように、映画は党・国体制の政治的イデオロギーの作用をも強く受ける。それは、現代中国において、映画がいまだ政治教育の重要な手段の一つとして存在・認識されているからでもある。一方、1970年代末よりの改革・開放政策のもと、「映画は娯楽商品」との認識も広まりつつあり、興行成績が非常に重要な成功の基準になってきている。その傾向は2001年、中国のWTO加盟以降、ますます加速しつつある。本科目は、このような、映画と社会的背景の非常に複雑な関係に着目することにより、「映像芸術と社会との関係をどのように概念化・分析すればよいか？」という、より普遍的な課題について検証するものである。

(注意：講義は英語にて行います。)

INF 200 Information Science (3 hour credits)

Instructor's Name: Marcin Schroeder, Yasushi Nara

Course Description:

The course introduces students into the concepts and methods of information analysis and management, and acquaints them with a wide range of problems concerning the cultural, social context of the role of information. The introduction into the methods of information analysis and management will provide a solid foundation for more specialized study developing the level of proficiency necessary for professional applications. The skills developed in the course will be sufficient for an elementary level of problem solving, but together with the acquired conceptual framework, they will allow students to comprehend professional literature of the information centered disciplines.

Students will have an overview of various methods of handling information developed in logic, probability theory, statistics, computer science, cybernetics, information theory, informatics, database theory, and theory of networks.

The remaining part of the syllabus is in preparation.

IST 130 Introduction to Global Studies (3 credit hours)

Spring and Fall 2007

**Instructors : Mineo Nakajima, C. Kenneth Qninoness,
Tetsuya Toyoda, Naoya Yamazaki**

Office Telephone 5920 Email m-nakajima@aiu.ac.jp

Course Goals

Class participants will learn the meaning of “globalization” and the basic concepts and vocabulary associated with this phenomena as viewed from different academic disciplines (history, economics, political and sociology). Students will acquire a fundamental understanding of the historical origins of “globalization,” and core themes in the concept’s application to different areas of the world and academic disciplines.

Course Description

This is a required Basic Education course. The concept of “globalization” has become an increasingly popular term to describe a wide variety of world wide trends. A team of instructors from different academic disciplines (history, economics, political science and sociology) will introduce the class in a series of lectures to the various meaning of “globalization” and the basic concepts and vocabulary associated with this phenomenon.

Classroom Activities

Students will receive lectures, and be tested on the lectures’ content and assigned readings.

Prior Academic Preparation

No prior academic preparation is required.

Evaluation

Participation in class discussions 30%

Final examination 70%

Course Materials

MineoNakajima, *Kokusai kankeiron·doujidaishi eno rashinban* (International relations: A Compass for Contemporary History). Tokyo: *chuuko shinsho*. 2001. 15th edition.

Pietra Rivoli, *The Travels of a T-shirt in the Global economy: An Economist Examines the Markets, Power and Politics of World Trade*. New York: John Wiley & Sons Inc.,2005.

Maurice Mullard, *The Politics to Globalisation and Polarisation*,
Edward Elgar, UK, 2004

Class Schedule

Week 1	SessionA. Lecture: Nakajima Globalization–definition– SessionB. Lecture: Nakajima Globalization –overview–
Week 2	Session A. Lecture: Nakajima – Yalta Agreement – SessionB. Lecture: Nakajima – The Yalta and after –
Week 3	SessionA. Lecture: Nakajima – The Clash of Civilizations? – S. Huntington SessionB. Lecture: Nakajima –The Clash of Civilizations? – S. Huntington
Week 4	SessionA. Lecture: Quinones –Confucianism verse Monotheism SessionB. Lecture: Quinones—Imperialism verse Nationalism
Week 5	SessionA. Lecture: Quinones—Marxism verse Capitalism SessionB. Lecture: Quinones—Despotism verse Democracy
Week 6	SessionA. Lecture: Quinones —The Communication Revolution SessionB. Lecture: Quinones —TBA
Week 7	SessionA. Lecture: Quinones —TBA SessionB. Lecture: Quinones —TBA
Week 8	SessionA. Lecture: Yamazaki –Taiwan issue— SessionB. Lecture: Yamazaki – TBA
Week 9	Session A. Yamazaki –Discussion on Huntigton’s article— Session B. Yamazaki –Discussion on Huntigton’s article—

- Week 10 SessionA. Lecture:Toyoda – Europeanization Imposed
 SessionB. Lecture:Toyoda – “De-colonization”
- Week 11 SessionA. Lecture:Toyoda – “Traditional”International Law
 SessionB. Lecture:Toyoda – Current International Law
- Week 12 SessionA. Lecture:Toyoda – Globalization, the United Nations and
 Collective Security
 SessionB. Lecture:Toyoda – Global Challenges and International
 Institutions
- Week 13 SessionA. Lecture:Toyoda – Legalization of International Relations
 SessionB.Lecture:Toyoda – Response to Global Environmental Challenges
- Week 14 SessionA. Discussion
 Session B. Q&A : Nakajima
- Week 15 Final examination

IST 210: International Relations			
Instructor:	Yoshihiko Nakamoto	Office:	
Phone:		E-mail	nakamoto@aiu.ac.jp
Credits:	3		
Style of Class:	Lecture		
Course Description:			
<p>This course considers the factors that determine continuity and change in the international system. Emphasis will be on periods of conflict and change in the international milieu, with case studies ranging from the Peloponnesian War to the contemporary post-Cold War system. Is it true that international relations remain resistant to fundamental change, as “realists” argue? Or can we observe a progressive change in the evolution of relations among states, as “liberals” contend?</p>			
Course Objectives:			
<p>The aim of this course is to introduce students to the complexities of international politics by giving them a good grounding in the traditional realist theory before turning to liberal approaches that became more prominent after the Cold War. I try to present difficult concepts in clear language with historical examples so students will gain a practical understanding of the basic vocabulary of international politics.</p>			
Course Materials:	Joseph S. Nye, Jr., <i>Understanding International Conflicts: An Introduction to Theory and History</i> , Sixth Edition (New York: Longman, 2006).		
Grading Methods:	-- Informed class participation and discussion – 10% -- Mid-term examination – 40% -- Final examination – 50%		

Schedule: *(Schedule can present the activities/topics of classes distributed into class meetings or weekly modules, but the schedule should not exceed one page. For 4-credit classes the schedule can exceed one page, if it is unavoidable.)*

	1 st Week	Is There an Enduring Logic of Conflict in World Politics?
	2 nd Week	Is There an Enduring Logic of Conflict in World Politics?
	3 rd Week	Origins of the Great 20th Century Conflicts
	4 th Week	Origins of the Great 20th Century Conflicts
	5 th Week	Balance of Power and World War I
	6 th Week	Balance of Power and World War I
	7 th Week	The Failure of Collective Security and World War II
	8 th Week	The Failure of Collective Security and World War II
	9 th Week	The Cold War
	10 th Week	The Cold War
	11 th Week	Intervention, Institutions and Regional and Ethnic Conflicts
	12 th Week	Intervention, Institutions and Regional and Ethnic Conflicts
	13 th Week	Globalization and Interdependence
	14 th Week	The Information Revolution, Transnational Actors, and the Diffusion of Power
	15 th Week	A New World Order?

Note:

--

IST-230 INTERNATIONAL DEVELOPMENT STUDIES (3 CREDIT HOURS)

Instructor: Kouichi MORIZONO

Email: morizono@aiu.ac.jp

Office: A-10

Semesters: Spring, Fall

DESCRIPTION:

This is an introductory course of development studies, designed to examine basic issues, logic, and process of development of developing economies. At the outset, we will attempt to grasp the common socioeconomic characteristics and development of developing economies. This is followed by an analysis of poverty. Development and growth theories and models will be introduced. We then proceed to discussion of key issues related to internal and external development, and contemporary debates. Discussion in class will focus on, but will not be limited to, approaches from the field of economics. Students will become acquainted with various issues and problems involved in the development process. For some students, the course will help identify areas of interest for their further study of development. Students will apply their knowledge and demonstrate their analytical skills by preparing a Country Report, which will be one of the major tasks of the course.

OBJECTIVES:

Students will: (i) become familiar with various developing countries; (ii) acquire basic, broad knowledge about the characteristics of developing socio-economies, and key issues and problems of development; and (iii) develop analytical skills in the analysis of socio-economic phenomena, and develop the capacity to contemplate remedial measures and policies.

STUDY MATERIALS:

<**Textbook**> No particular textbook will be used, but the first two reference books listed below will be often used for study. All the reference books and reading reference materials listed are available in the library or at indicated websites. Lectures and reading assignments will be prepared by instructor and will be the basis of discussions in class.

<Reference books, source of readings and other information>

- (1) Todaro, Michael P. Economic Development 8th Edition, 2003.
- (2) Szirmai, Adam. The Dynamics of Socio-economic Development, Cambridge, 1997.
- (3) Willis, Katie. Theories and Practices of Development, Routledge, 2005.
- (4) Allen, Tim and Thomas, Alan. Poverty and Development, Oxford, 2004.
- (5) World Bank. World Development Indicators 2005.
- (6) Other readings and information available at websites of the World Bank, UNDP, OECD/DAC, ADB, etc.

ASSESSMENT:

Final exam (25%)

Quizzes (25%)

Homework for submission (25%)

Country report (15%)

Class participation (10%)

*Weights may change after announcement. Requirements for preparation of the Country Report regarding country selection and report format will be announced in class.

EXPECTED ACADEMIC BACKGROUND:

There are no prerequisites for this course.

POLICIES:

All assignments will be completed by due date (late submissions will not be accepted).

FORMAT AND ACTIVITIES:

Class sessions will be comprised of lectures and discussions. Generally, each session will begin with a lecture on the topic(s) of the day, followed by class discussion on questions raised by instructor. In case study sessions, student presentations may occur prior to class discussions.

SCHEDULE:

<Week 1>

Themes: (1) What is Social Science? (2) What is Development, as a Kick-off?

(1) Website of WB: World Development Indicators 2005

<Week 2>

Themes: (1) Defining Developing Countries; (2) Human Development Index; (3) Growth and Development

Readings and references:

(1) Todaro: Chap 1 (pp 3-7, 33-46)

(2) Szirmai: Chap 1 (pp1-15)

(3) Websites of WB and OECD/DAC for Country Classification

(4) Website of UNDP: Human Development Report, 1994 and 2006.

<Week 3>

Themes: Development and Poverty: Concepts

Readings and references:

(1) Szirmai: Chap 1(pp 15-28)

(2) Todaro, Chap 1 (pp 15-23)

(3) Website of OECD/DAC. Poverty Guideline

<Week 4>

Themes: Poverty and Inequality: Measurement

Readings and references:

- (1) Todaro: Chap 6 (pp 195-229)
- (2) Wills: Chap 1 (pp 8-18)
- (3) Website of ADB. Poverty Indexes

<Week 5>

Themes: Other Common Characteristics of Developing Countries and Key Indicators (1)

Readings and references:

- (1) Todaro: Chap 2 (pp 33-71)
- (2) Szirmai: Chap 1 (pp 28-33)
- (3) WB: World Development Indicators 2005
- (4) Macroeconomics (TBD)

<Week 6>

Themes: Other Common Characteristics of Developing Countries and Key Indicators (2)

Readings and references:

- (1) Todaro: Chap 2 (pp 33-71)
- (2) Szirmai: Chap 1 (pp 28-33)
- (3) Wills Chap 1 (pp 18-24)
- (4) WB: World Development Indicators 2005
- (5) Macroeconomics (TBD)

<Week 7>

Themes: Country Case Studies

Readings and references:

- (1) Websites of WB and ADB: Tables of Economic Indicators and Social Indicators of CAP or PRSP for selected countries.

<Week 8>

Themes: Development Theories and Strategies: Classical Theories

Readings and references:

- (1) Wills: Chap 2 (pp 26-46)
- (2) Todaro: Chap 4 (pp 110-122)
- (3) Szirmai Chap 2 (pp 36-59), Chap 3 (pp 68-83)

<Week 9>

Themes: Development Theories and Strategies: Dependence Theories and Neo-classical Theories

Readings and references:

- (1) Todaro: Chap 4 (pp 123-127, pp 128-132)
- (2) Szirmai: Chap 3 (pp 83-114)
- (3) Wills: Chap 2 (pp 46-60), Chap 3 (pp 69-92)

<Week 10>

Themes: Contemporary Development Models and Approaches

Readings and references:

- (1) Wills: Chap 4 (pp 93-115)
- (2) Todaro: Chap 5 (pp 145-178)

<Week 11>

Themes: Specific Development Issues: Population

Readings and references:

- (1) Todaro: Chap 7 (pp 260-299)
- (2) Szirmai: Chap 5 (pp 142-156)

<Week 12>

Themes: Specific Development Issues: (1) Unemployment, (2) Education and Health

Readings and references:

- (1) Website of WB: Unemployment and Informal Sector
- (2) Todaro: Chap 8 (pg308-347)
- (3) Todaro: Chap 9 (pg360-405)
- (4) Szirmai: Chap 7 (pg213-253)

<Week 13>

Themes: Specific Development Issues: (1) Environment, (2) Direct Investment and Foreign Borrowings

Readings and references:

- (1) Todaro: Chap 11 (pp 463-499)
- (2) Todaro: Chap 14 (pp 597-619), Chap 15 (pp 634-657)
- (3) Website of OECD: [Foreign Direct Investment](#)

<Week 14>

Themes: Contemporary Development Issues: Development Actors and Government Role

Readings and references:

- (1) Todaro: Chap 16 (pp 679-719), Chap 17 (pp 737-767)
- (2) World Bank: [World Development Report 2005](#)

<Week 15>

Themes: Overall Review and Final Exercise