

IST240 INTERNATIONAL COOPERATION AND ASSISTANCE (3 credit hours)

Instructor: Kouichi MORIZONO
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Office: A-10

DESCRIPTION:

Foreign aid to developing countries has played an important role in international cooperation, with its objectives and strategies diversifying over the decades. More players have come in and new challenges are emerging. Because of its complexity and the multidisciplinary approaches required, foreign aid sometimes is misunderstood and often criticized. This course will provide an overall and well-balanced picture of foreign aid, including its historical roots and the evolution of development strategies. Students will have opportunities to engage in simple project design to better understand the operations of foreign assistance. Japan's ODA, which remains one of the largest in the world, will be highlighted in many parts of the discussion. Students are encouraged to not only comprehend the substance of foreign aid but also consider how foreign aid is to be extended for effective international cooperation. Actual development project cases will be used to bring the subject to life. If resources are available, meeting(s) will be arranged with key personnel of aid agencies.

OBJECTIVES:

The course is designed to help students (i) understand why and how foreign aid is extended; (ii) acquire the knowledge of what type of aid is most appropriate under given conditions; (iii) get acquainted with major issues and problems of ODA provided by Japan and other donors; and (iv) to become familiar with the operations level of foreign aid, especially with regard to project design and evaluation.

STUDY MATERIALS:

<Textbooks> No particular textbook will be used, but the first reference book listed below will be often used for reading. Reading assignments and discussions will be based mostly on handouts prepared by the instructor.

<Reference books, sources of readings and other information>

All these are available (on reserve) in the library or at respective Websites.

- (1) Martinussen, John D. and Paul E. Pedersen. Aid: Understanding International Development Cooperation. Zed Books, 2003.
- (2) Tarp, Finn. Foreign Aid and Development. Routledge 2000
- (3) Wood, Robert E. From Marshall Plan to Debt Crisis: Foreign Aid and Development Choices in the World Economy. Univ. of California Press, 1986
- (4) Japan's Official Development Assistance: White Paper 2005. Ministry of Foreign Affairs (available at Web site of the Ministry, Japan)

- (5) Websites of World Bank, OECD/DAC, UNCTAD, Bilateral Aid Agencies (JICA, JBIC, USAID, DFID, KFW, DTEC, etc.)

ASSESSMENT:

Final exam	30%
Quizzes (mostly in multiple choice), collectively	30%
Homework and Presentation	30%
Class participation	10%

EXPECTED ACADEMIC BACKGROUND:

There are no prerequisites.

POLICIES:

All homework assignments will be completed by due date. Homework assignments will be used as the basis for class discussion.

COURSE FORMAT AND ACTIVITIES:

Class sessions will be comprised of lecture, discussion, and workshop. Generally, each session will be initiated with a lecture on the topic(s) of the day and class discussion will follow. Students groups will be organized for projects and case studies.

SCHEDULE:

<Week 1>

Themes: (1) International Cooperation vs. International Assistance, (2) Key Concepts

Readings and references:

- (1) OECD/DAC: DAC's Glossary

http://www.oecd.org/glossary/0,2586,en_2649_33721_1965693_1_1_1_1,00.html

<Week 2>

Themes: What is International Aid and why?

Readings and references:

- (1) Martinussen & Perderson. Chap 2 (pg 7-23)

<Week 3>

Themes: (1) What is ODA? (2) ODA Structure and Types

Readings and references:

- (1) OECD/DAC: DAC's Statistical Reporting Directives

<http://www.oecd.org/dataoecd/36/32/31723929.htm#29>

- (1) Websites for definition, criteria, and structure:

JBIC Site: <http://www.jbic.go.jp/english/oec/oda/index.php>

- (2) ODA White Paper 2004 (Chap 2)

<Week 4>

Themes: Case Studies of Financial Assistance (Loan/Credit, Grant, TA)

Readings and references:

- (1) Project Reports of WB, ADB, and JICA (To be selected. All will be available at their respective websites).
- (2) Tarp: Part II (pp 129-219)

<Week 5>

Themes: Doctrines and Strategies of Foreign Assistance: Post-war to Second UN Development Decade in 1970s

Readings and references:

- (1) Wood: Chap 1 and 2 (pp 29-78)
- (2) Martinussen & Perdersen: Chap 4 (pp 39-47)
- (3) Truman's Point Four Program: <http://www.factmaster.com/ce6/history/A0858181.html>
- (4) Bretton Woods System: http://en.wikipedia.org/wiki/Bretton_Woods_system
- (5) UN Second Decade of Development: General Assembly Resolution No.A/2626 (XXV) <http://www.un.org/Depts/dhl/resguide/resins.htm> (Find the Resolution of 25th Session on 24 Oct 1970)

<Week 6>

Themes: Doctrines and Strategies of Foreign Assistance: (1) Breton Woods Institutions and Development Strategies in 1980s and (2) New Development Agendas and Strategies in 1990s

Readings and references:

- (1) Martinussen & Perdersen: Chap 4 (pp 47-53)
- (2) Wood: Chap 5 and 6 (pp 195-312)
- (3) NIEO: http://en.wikipedia.org/wiki/New_intrnational_economic_order
- (4) Structural Adjustment Lending/Development Policy Lending. WB website: Find "Development Policy Lending"

<Week 7>

Themes: Japan's ODA: Histories, Structure, Administration and Policies

Readings and references:

- (1) ODA White Papers 2004 and 2005 (Both are available at the sites of Ministry of Foreign Affairs)

<Week 8>

Themes: Japan's ODA: (1) Criticism and Challenges, (2) Case Studies

Readings and references:

- (1) OECD/DAC: “Japan Strives to Align Policies and Resources with New Aid Vision” 2003;
http://www.oecd.org/document/38/0,2340,en_2649_33721_22139942_1_1_1_1,00.html
- (2) Japan Institute of Global Communications, “Official Development Assistance of Japan: Criticism and Suggestions” Koichi Mera, 2001;
http://www.glocom.org/opinions/essays/200109_mera_official/

<Week 9>

Themes: ODA by Other Bilateral Donors: USA, Germany, UK, France, Sweden.
Presentations by student groups: followed by questions and answers. Format of presentations will be announced in class in due course.

<Week 10>

Themes: (1) International Comparison of Bilateral Donor’s Assistance; (2) Multilateral Assistance: Policies, Structures, and Administration

Readings and references:

- (1) OECD/DAC: Aid Activities
http://www.oecd.org/department/0,2688,en_2649_34469_1_1_1_1_1,00.html
- (2) Martinussen & Perdersen: Chap 6 (74-92) and Chap 7 (94-142)
- (3) ODA White Paper 2005: Chap 3

<Week 11>

Themes: (1) Multilateral Assistance: Case Studies, (2) Assistance by NGOs/NPOs

Readings and references:

- * Martinussen & Perdersen: Chap 8 (pg143-173)
- * ODA White Paper 2005: Chap 2
- * WB and UNDP Projects/Programs (To be selected. All will be available at their respective websites)

<Week 12>

Themes: Project Cycle and Project Preparation (PDM)

Readings and references:

- (1) Project Cycle for Public Sector Projects: ADB Website
<http://www.adb.org/Projects/cycle.asp>
- (2) Using the Logical Framework for Sector Analysis and Project Design: A User’s Guide
 Part II, ADB
http://www.adb.org/Documents/Guidelines/Logical_Framework/chap02.pdf

<Week 13>

Themes: Project Designing (Problem Tree and Objective Tree)

Workshops:

<Week 14>

Themes: (1) Case Studies: Project Concept Building, (2) Overall Review Session

Presentations by each students group, followed by questions and answers

IST 420: US-China Relations (3 credit hours)

Fall Term 2007

Instructor:

Office:

Office Telephone:

Email:

Course Objectives

IST 420 will survey the historical legacy and contemporary relationship between the United States and China with the following objectives:

1. Student are to grasp an overview of the transformation of US-Chinese relations from their inception until recent years.
2. Student are also expected to use this historical context explain and to discuss in some detail current bilateral issues.

Course Description

The course will cover more than two hundred years of US-Chinese relations since about 1800. It examines all major aspects, including politics, foreign relations, socio-economic and cultural exchanges which the relationship has undergone. We will especially focus on:

- The beginning of US-Chinese relations
- US-Chinese relations in the age of imperialism
- The United States and the Republic of China in the 1910s and 20s
- The US involvement into the Sino-Japanese Conflict
- The United States and Communist China
- The United States and China after 1972
- Current issues between the two countries

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

Warren I. Cohen. America's Response to China. 4th ed. #ISBN 0231119291

*Some additional readings will be assigned.

Course Schedule

Week 1

I. Course Introduction

II. Brief overview on the United States and China before their first encounter

Reading: Hsu, Ch. 1-5.

Week 2

III. The Inceptive Encounters

IV. "Me Too" (or "Jackal") Diplomacy

Reading: Cohen, Ch. 1.

Week 3

V. US Missionaries in China

VI. Chinese migration to the US

Week 4

No Class

Week 5

VII. The Rise of the US as an Asian-Pacific Power

Reading: Cohen, Ch. 2.

1st Quiz (May 11)

Week 6

VIII. American Expansionism in East Asia

IX. The Rise of Chinese Nationalism

Reading: Cohen, Ch. 3.

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

Week 7

X. The US and the Age of the Nationalist Revolution in China

XI. The US Response to Japanese Expansionism

Reading: Cohen, Ch. 4-5.

Week 8

1st Midterm Examination (May. 28)

Movie

Week 9

XII. WW II

XIII. The Chinese Civil War and the US “Loss of China”

Reading: Cohen, Ch. 5-6.

Week 10

XIV. The Korean War

XV. The Decades of Tension and Deadlock 1

Reading: Cohen, Ch. 7

Week 11

XIV. The Decades of Tension and Deadlock 2

Movie

Reading: Cohen, Ch. 7

Week 12

XV. Rapprochement and Normalization

Reading: Cohen, Ch. 7-8

2nd Quiz (Jun. 25)

Week 13

XVI. US-Chinese Relations in the 1980s

XVII. The Tienanmen Massacre

Week 14

XVIII. US-Chinese Relations in the 1990s and recent years

XIX. US, China, and Taiwan

Study Guide for the Final Examination (Jul. 13)

Week 15

XX. The US View of China and the Chinese view of the S

XXI. US-Chinese Relations: the Present and the Future

Final Examination

IST440 Trade and International Commerce/貿易・通商論 (3 credit hours)

<概要>

この科目では、戦後、日本の経済発展の中心的な役割を担ってきた貿易の実態を、①日本の商社の歴史とその果たした役割を検証、②現代の世界貿易構造の分析、③日本の産業競争力の分析、④日本の対外投資とODA、といった観点から、商社マンの実務経験を基に明らかにする。その上で、経済のグローバル化が進むなか、今後、日本はどう対応していくべきか、①発展する中国への対応、②リスク・マネジメントの側面からの貿易と安全保障、③コーポレート・ガバナンス、④WTO、⑤ビジネスマンの素養と人的ネットワークといった切り口から、その方向を提示する。

(注意：講義は英語にて行います。)

JAL 180 INTRODUCTION TO JAPANESE LANGUAGE STUDIES (3 credit hours)

Instructor:

Office hours:

Semesters: Fall

Meeting times:

Office:

email:

DESCRIPTION:

This course is an introduction to the grammatical structure of the Japanese language. It provides the students with basic knowledge of Japanese grammar that is necessary to teach Japanese as a foreign language. Through reading and class discussions, the students will explore the rules of the language that they tend to use unconsciously as native speakers. The students will also discuss the structure of the Japanese language in comparison with that of English and other languages. In addition, students will learn about current theories of second language acquisition and discuss how to apply these theories into classroom teaching.

OBJECTIVES:

Upon successful completion of this course, students will (1) gain basic knowledge of the structure of the Japanese language and its function; (2) understand the differences between the grammatical knowledge that the native speakers possess tacitly and the knowledge that the learners of Japanese need to have in order to develop their proficiency in the language; and (3) gain insight into the problems in the grammar that the learners are likely to face.

STUDY MATERIALS:

<Textbooks> TBA

<Reference Books and Materials>

- Banno, E. (et al.) An Integrated Course in Elementary Japanese “Genki” Vol. I, The Japan Times, 1999.
- Banno, E. (et al.) An Integrated Course in Elementary Japanese “Genki” Vol. II, The Japan Times, 1999.
- Makino, S. & Tsutsui, M. A Dictionary of Basic Grammar. The Japan Times, 1989.
- Matsuoka, Hiroshi ed. Japanese Grammar Handbook, Three-A Network, 2000.

ASSESSMENT: Student achievement of the stated course objectives will be measured in terms of student performance in the following areas: (1) Attendance & Class participation (20%), (2) Homework Assignments (25%), (3) Discussion Leader (25%), (4) Midterm Exam (15%) and (5) Final Exam (15%).

ACADEMIC PREPARATION: Since the class is conducted mainly in Japanese, non-native speakers should have the advanced level Japanese proficiency (the completion of JPL 503) or higher.

POLICIES:

1. Attendance & class participation

Students are expected to attend all the classes. When in class, students are expected to actively participate in class discussion, help each other and give productive feedback to their peers' presentations.

2. Homework

Students will be given written homework assignments throughout the course (details will be announced later.) Late homework will receive no credits. If you have medical or other legitimate reasons for not being able to submit assignments in time, please contact the instructor in advance and turn in an official document from the doctor or whoever is responsible.

3. Discussion Leader

Each student will be appointed to be the discussion leader to present a summary of assigned reading and to facilitate class discussion on the topic. The discussion leader is expected to prepare handouts and other materials if necessary.

COURSE FORMAT AND ACTIVITIES: Class activities include lecture by the instructor and guest speakers, class and small group discussions, and individual and group presentations.

SCHEDULE:

- <Week 1> Introduction to the course, Basic linguistic concepts
Overview of Japanese
- <Week 2> Verb Conjugation & Particles
Topic and Subject
- <Week 3> Adjectives
Demonstrative (*Ko/so/a/do*)
- <Week 4> Verbs of Existence
Te form, Tense and Aspect (*~teiru*)
- <Week 5> Potential, Passive
- <Week 6> Causative, Causative Passive
- <Week 7> Review for Mid-term
Mid-term exam
- <Week 8> How to plan a lesson
Verbs of Giving and Receiving

- <Week 9> Transitive & Intransitive Verbs
- <Week 10> Classroom activities and teaching materials
- <Week 11> Introduction to Second Language Acquisition Theories
- <Week 12> Japanese Phonetics
- <Week 13> Honorifics
- <Week 14> Sociolinguistics, Japanese Language education in Japan and in the world
- <Week 15> Wrap-Up, Final Exam

JPL230: Teaching Japanese as a Second Language I (3 credit hours)

Instructor:

Office hours:

email:

Semesters:

Office:

Meeting times:

DESCRIPTION: This course is designed for students who want to become familiar with the methods of teaching Japanese as a foreign language. Because of the nature of the class, native or near-native fluency in Japanese is required. The class will be conducted in Japanese, although some technical terminology may be introduced in English. Students will be often asked to write homework assignments in Japanese and classroom discussion will be in Japanese only. Topics covered in this course include:

1) Techniques and methods in teaching Japanese

- Differences between English and Japanese
- Analysis of errors that international students have made
- General teaching methods for second language acquisition
- Learn how to design a drill session

2) Grammatical issues on Japanese as a second language

- Learn Japanese grammar as a second language
- Understand the difference between classroom Japanese and daily-used Japanese

OBJECTIVES: Upon successful completion of the course, students will show confidence and have relevant knowledge for conducting demo class. Through presentation and conducting mini-lessons, students will have training for teaching Japanese. Since discussion is often conducted in class, students are expected to participate actively in the class by expressing their opinions.

STUDY MATERIALS:

<Textbooks>

* Takamizawa, Hajime, et. al. New Japanese Language Education for Beginners. Vol.1 Asuku Co., Ltd. 2004.

* Takamizawa, Hajime, et. al. New Japanese Language Education for Beginners. Vol. 2. Asuku Co., Ltd. 2004.

<Reference books, sources of readings and other information>

* Omagio, Alice. Teaching Language in Context, Boston, Mass.:Heinle & Heinle Publishers. 1998.

* Banno, E. and others . An Integrated Course in Elementary Japanese “Genki” Vol. I, The Japan Times. 1999.

* Banno, E. and others An Integrated Course in Elementary Japanese “Genki” Vol. II, The Japan Times. 1999.

* Makino, S. & Tsutsui, M. A Dictionary of Basic Grammar. The Japan Times. 1989.

* Sacagawea, Yuriko et. al. Japanese Sentence Patterns Dictionary, Kurosio Publishers. 1998.

*Matsuoka, Hiroshi ed. Japanese Grammar Handbook, Three-A Network, 2000.

ASSESSMENT: Students' achievement of the stated above course objectives will be measured in terms of their performance in the following five areas: (1) Attendance and Class Participation* (20%), (2) Homework Assignments (25%), (3) Discussion Leader / Mini-Lessons and Critiques (25%), (4) Mid-term exam. (15%), and (5) Final Exam (15%).

* Class participation will be assessed based on frequency of students' active involvement in class activities.

ACADEMIC PREPARATION: Since the class is conducted mainly in Japanese, non-native speakers should have the advanced level Japanese proficiency (the completion of JPL 503) or higher.

POLICIES:

1. Attendance & class participation

Students are expected to attend all the classes. When in class, students are expected to actively participate in class discussion, help each other and give productive feed back to their peers' presentations.

2. Homework

Students will be given written homework assignments throughout the course (details will be announced later.) Late homework will receive no credits. If you have medical or other legitimate reasons for not being able to submit assignments in time, please contact the instructor in advance and turn in an official document from the doctor or whoever is responsible.

3. Discussion Leader

Each student will be appointed to be the discussion leader to resent a summary of assigned reading and to facilitate class discussion on the topic. The discussion leader is expected to prepare handouts and other materials if necessary.

3. Mini - lessons and critiques

Each student will be appointed to present introduction of selected grammatical structures to classmates serving as mock language students. After each presentation, classmates are asked to comment on and evaluate performance of presenter.

COURSE FORMAT AND ACTIVITIES: Class activities include lecture by the instructor and guest speakers, class and small group discussions, mini-lessons and their critiques, and individual and group presentations. Class observations are important part of the course activities. Based on class observations students are asked to write their reports.

SCHEDULE:

<Week 1> Introduction to the course
Overview of Japanese as a second language

- <Week 2> Japanese phonetics
Various teaching method
- <Week 3> Introduction to Second Language Acquisition Theories
- <Week 4> How to teach elementary course?
Sociolinguistics, Japanese language education in Japan and in the world
- <Week 5> How to teach elementary course?
Classroom activities and teaching materials
- <Week 6> How to teach elementary course?
Error correction
- <Week 7> How to teach elementary course?
Intercultural communication, psychology
- <Week 8> Review for Mid-term exam, Mid-term exam
- <Week 9> How to plan a lesson
- <Week 10> Mini-lesson and critique
- <Week 11> Mini-lesson and critique
- <Week 12> Mini-lesson and critique
- <Week 13> Mini-lesson and critique
- <Week 14> Mini-lesson and critique
- <Week 15> Wrap-up, Final exam

JAS 120: Shodo			
Instructor:	Machiko Omori	Office:	
Phone:		E-mail	omori-machiko@aiu.ac.jp
Credits:	2		
Style of Class:	Lecture		
Course Description:			
<p>This course is introducing students into the art of Japanese calligraphy – shodo. Shodo has very long tradition in Japanese culture. The works of calligraphers have been always considered pieces of art comparable to works of painters. The works of calligraphy convey their creator’s originality. On the other hand, the originality and creativity can be displayed in the works of calligraphy. The eyes can feel not only the Monji’s meaning but also the creator’s originality. Old masters created Sho in the spirit of their times and they passed it down to the next generations. The course will give students an opportunity to learn about this heritage.</p>			
Course Objectives:			
The course gives students an opportunity to learn appreciation of Japanese calligraphy and to learn its basic techniques.			
Grading Methods:	Attendance 40% Reports and student’s work 60%		
Schedule:			
	1 st Week	The Four Treasures of the Study	
	2 nd Week	The Transition of Scripts I	
	3 rd Week	The Transition of Scripts II	
	4 th Week	The Transition of Scripts III	
	5 th Week	The Transition of Scripts IV	
	6 th Week	Transition of Scripts V	
	7 th Week	The History and Development of Japanese Calligraphy I	
	8 th Week	The History and Development of Japanese Calligraphy II	
	9 th Week	The History and Development of Japanese Calligraphy III	
	10 th Week	The History and Development of Japanese Calligraphy IV	
	11 th Week	The History and Development of Japanese Calligraphy V	

	12 th Week	Hand-copying of a sutra
	13 th Week	Tenkoku
	14 th Week	Mounting
	15 th Week	Learning how to write Japanese personal letter
Note:		
The students must pay 500 yen one time. And must buy paper and ink by your self.		

JAS150 INTRODUCTION TO JAPANESE SOCIETY (3 credit hours)

Instructor: Darren ASHMORE, PhD

Office hours: TBC

Website:

Semesters: Spring, Fall

Office: TBC

email: lupin@aiu.ac.jp

Meeting times: TBC

DESCRIPTION:

In the first part this course introduces some basic Japanese socio-cultural concepts such as *tatemaehone*, *giri*, *wabi/sabi*, *ryosai kenbo*, and so forth in order to become familiar with some general constructs, influencing the inherent logic of Japanese society.

In the second part, the course introduces Japanese society from a cultural-anthropological perspective with an attempt to present a variety of views on Japan.

The emphasis is placed on multi-cultural facets rather than homogeneity of Japanese society. The following topics are covered: sources of Japanese tradition, house/family system, community and neighborhood, social status and stratification, gender, religion, education and career, life cycle and festivals, entertainment, etc.

OBJECTIVES: This course is designed to help students dispel some of the long standing preconceptions about the Japanese which have developed over the years, and which sometimes stubbornly refuse to die despite their obviously unfounded nature. The students will come to grips with facets of contemporary Japanese society and will be able to compare them to their own situations – be they based on an internal or external view of the country.

STUDY MATERIALS:

<Core Textbook>

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003.

<Reference books, sources of readings and other information>

- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. Mariner Books. (Reprint) 2006.
- Martinez, Dolores. Et al. The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures. Cambridge University Press. 1998.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.
- Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following three areas: (1) Essay (40%), (2) Final Essay/Case Study (40%), and (3) Class participation (20%).

ACADEMIC PREPARATION: This is an introductory course to Japanese performing arts, with no requirements other than an interest in the stage and Japanese cultural history.

POLICIES: All assignments must be completed to receive a passing grade for this course. Acts of plagiarism or other forms academic dishonesty will be dealt with harshly. See <http://en.wikipedia.org/wiki/Plagiarism> for more information.

COURSE FORMAT AND ACTIVITIES: Weekly sessions will be divided into lecture and group seminar sessions. During lectures the key points of the course will be presented and discussed and study groups will select an issue to debate in the following seminar. There will also be a number of screenings during the course.

SCHEDULE:

<April>

<Week 1>

Theme: *Uchi and Soto: Mythconceptions of Japan.*

Lecture: Examining different the social concepts (such as *tatema*, *giri*, *uchi*, etc.), both from the point of view of the Japanese and from the perspective of the world.

Seminar Question: What do current views on such notions as *tatema* say about modern Japan.?

Readings:

- Sugimoto, Yoshio. *An Introduction to Japanese Society*. Cambridge University Press. 2003.
- and**
- Davies, Roger., and Ikeno, Osamu. *The Japanese Mind: Understanding Contemporary Japanese Culture*. Tuttle. 2002.
- McCargo, Duncan. *Contemporary Japan*. Palgrave Macmillan. 2004.
- Martinez, Dolores. Et al. *The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures*. Cambridge University Press. 1998.
- Waswo, Ann. *Modern Japanese Society, 1868-1994*. Oxford University Press. 1996.

<Week 2>

Theme: *Studying Japan.*

Lecture: Examining foreign perspectives on Japan in both the historical context and in the modern age – both in positive and negative ways.

Seminar Question: What does European and American views on Japan during and after the Second World War say about the social and political insecurities in the West?

Readings:

- Sugimoto, Yoshio. *An Introduction to Japanese Society*. Cambridge University Press. 2003. (chapter 1)
- and**
- Hendry, Joy. *Understanding Japanese Society*. London: Routledge. 2003.
- Benedict, Ruth. *The Chrysanthemum and the Sword: Patterns of Japanese Culture*. Mariner Books. (Reprint) 2006.
- Waswo, Ann. *Modern Japanese Society, 1868-1994*. Oxford University Press. 1996.

- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<Week 3>

Theme: *Class and Stratification.*

Lecture: Exploding the myth that Japan has no clear cut class divisions, but is rather defined by a of a group-against-group mentality (drawn from certain readings of *tatema* perhaps). This week's lecture details different perspectives on the social structure of contemporary Japan.

Seminar Question: How do the Japanese themselves conceptualise the notion of class division?

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter2)
- and**
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<May>

<Week 4>

Theme: *Geography and Aging.*

Lecture: This week's lecture examines the rapidly shrinking Japanese population and the ways in which the pressures of an aging population put on areas such as Akita Prefecture.

Seminar Question: Why has large scale immigration been roundly rejected as a possible solution to Japan's declining population crisis?

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter
- and**
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.
- Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

<Week 5>

Theme: *Work and Labour.*

Lecture: This week's lecture looks at popular *soto* mythconceptions of Japanese *zaibatsu*-esque corporations dominating work and consumer life and exposes a more complex picture of small company involvement.

Seminar Question: the so called ‘*New Freeta*’ were once seen as the enemy of the Japanese work ethic. How and why have companies – both large and small – taken this expanding group to heart in the last 5 years?

Readings:

- Sugimoto, Yoshio. *An Introduction to Japanese Society*. Cambridge University Press. 2003. (chapter 4)
- and**
- Hendry, Joy. *Understanding Japanese Society*. London: Routledge. 2003.
 - Davies, Roger., and Ikeno, Osamu. *The Japanese Mind: Understanding Contemporary Japanese Culture*. Tuttle. 2002.
 - McCargo, Duncan. *Contemporary Japan*. Palgrave Macmillan. 2004.
 - Waswo, Ann. *Modern Japanese Society, 1868-1994*. Oxford University Press. 1996.
 - Reischauer, Edwin. *The Japanese Today: Change and Continuity, Enlarged Edition*. Belknap Press/ (Reprint) 2004.

<Week 6>

Theme: *Education*.

Lecture: This week’s lecture deals with an educational system which is still misunderstood by many foreign sources as being little more than a regimented factory for corporate drones. We will be examining the complex social web of interaction which exists in the Japanese school and explore how the demands of a rapidly changing nation are being met – or not – by its education system.

Seminar Question: ‘Strict school, slack university’. Why do these mythconceptions of Japanese education still persist?

Readings:

- Sugimoto, Yoshio. *An Introduction to Japanese Society*. Cambridge University Press. 2003. (chapter 5)
- and**
- Hendry, Joy. *Understanding Japanese Society*. London: Routledge. 2003.
 - Davies, Roger., and Ikeno, Osamu. *The Japanese Mind: Understanding Contemporary Japanese Culture*. Tuttle. 2002.
 - McCargo, Duncan. *Contemporary Japan*. Palgrave Macmillan. 2004.
 - Martinez, Dolores. Et al. *The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures*. Cambridge University Press. 1998.
 - Reischauer, Edwin. *The Japanese Today: Change and Continuity, Enlarged Edition*. Belknap Press/ (Reprint) 2004.

<Week 7>

Theme: *Family Breakdowns*.

Lecture: Seen as the heart of all Japanese social order, the family unit is the subject of this week’s lecture. Specifically we will be dealing with issues of (non)marriage and reproduction, as well as the aging state of the families.

Seminar Question: “A patriarchy which would collapse without female support’. Examine the role of women in a modern Japanese working family.

Readings:

- Sugimoto, Yoshio. *An Introduction to Japanese Society*. Cambridge University Press. 2003. (chapter

6)

and

- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<June>

<Week 8>

Theme: *Minorities and Immigrants.*

Lecture: This week's lecture deals with the Japanese view of both native ethnic groups and immigrant communities. It will detail both the negative and positive ways in which such groups are negotiated with by the, so called, ethnic Japanese and look at the, often artificial, nature of the divisions thrown up against such people by those who seek to preserve something of Japan's own imaginary pristine national identity.

Seminar Question: Why are so many Japanese afraid of being associated with a *soto* heritage in the modern world? .

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter 7)
- and**
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
 - Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
 - McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
 - Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
 - Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

<Week 9>

Theme: *Insider Dealing.*

Lecture: It is often said that most serious crime in Japan is to be found in the government. This lecture explores this myth and examines the grains of truth which gave light to it – examining the structure of the post-war government and the moneyed interests which still essentially control Japanese politics (much as anywhere else in the world).

Seminar Question: Why did the LDP, which had successfully controlled Japanese politics for over thirty years, fail so dramatically in 1993?

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter 8)
- and**
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
 - McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.

- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<Week 10>

Theme: *Faith.*

Lecture: Examining the state of organized Japanese religion and changing state of belief in the nation. We will look particularly at the rise of cult religions, secularism/humanism and the way in which the Japanese government deals with foreign faiths.

Seminar Question: Where have all the faithful gone? Have Japan's traditional religions become little more than cultural remnants?

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter **and**
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.
- Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

<Week 11>

Theme: *Super Dollfies vs. Bunraku: Popular and Elite Culture Clashes.*

Lecture: Examining the nature of Japanese popular and youth movements in the modern age – from Gothic Lolita/Nazism fetishes, through the Americana movements to the Super Dollfie passions – and the ways in which they conflict with more traditional pastimes.

Seminar Question: Inclusive or exclusive: Are Japanese popular cult movements concerned with creating groups, or excluding individuals?

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter **and**
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.
- Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

<July>

<Week 12>

Theme: *Screening Culture: Japanese Film and Television.*

Lecture: This week's lecture examines Japanese film and television media, looking at the ways in which the aesthetics of Japanese creators have found acceptance in many markets overseas – from the very traditional dramas such as 'Abarenbou Shogun', through the aesthetics of Japanese social cinema, to Oscar winning animation from Hayao Miyazaki.

Seminar Question: Why is *anime* so immensely popular outside Japan?

<Week 13>

Theme: Screening.

Readings: NA

<*Week 14*>

Theme: *Course Review and Examination Preparation.*

Lecture: Both the lecture and seminar for this week will be devoted to reviewing the course and will provide students with an opportunity to discuss any issues that they might have before the final examination.

Readings: NA

JAS160: Japanese Religion (3 hour credits)

Instructor's Name: Soho Machida

Course Description:

The best channel to understand each culture in depth is religious culture. Especially, Japanese religion is a fascinating topic to study, because it is so diverse and colorful. We will cover the key elements of Japanese religion from the ancient time to the present.

Students will be acknowledged with various aspects of Japanese religious tradition. Lectures and films will help students to go beyond contemporary stereotypes and will give them deep appreciation of the spiritual background of Japanese culture. Students will be also trained to express persuasively their personal views through debate practice in class.

The remaining part of the syllabus is in preparation.

JAS 210 Introduction to Japanese History (3 credit hours)

Instructor: Darren ASHMORE, PhD

Office hours: TBC

Website:

Semesters: Fall

Office: TBC

email: lupin@aiu.ac.jp

Meeting times: TBC

DESCRIPTION: The course presents an outlook of Japanese history and culture from the ancient times and early middle ages to the period of modernization in the first half of the 20th Century. Designed mostly for the international students, this course will certainly bring a new vision of some principal historic events to the Japanese audience as well. Being an introductory course to the Japanese Studies, the course features major historic figures, traditional arts and cultural heroes taken in the historic context. The course also paves the way to the core of modern Japanese society covering in historic retrospective such vital subjects as the formation of traditional moral code, behavior patterns, and business ethics.

OBJECTIVES: This module is aimed at undergraduate students in their first year of study, who it is expected will have a rudimentary knowledge of Japan. The module has the following objectives.

1. Anthropological commentaries on Japanese history and its culture from within and without have tended to be reductionist in their approach, portraying the country and its people in monolithic, immutable, and essentialist terms. This module will challenge this tendency and provide students with an opportunity to understand Japanese history from a broad range of perspectives.
2. When commenting on aspects of a foreign place one is apt to make comparisons with somewhere familiar, such as one's home country. However, this approach is fraught with difficulty and often leads to erroneous conclusions. From time to time this module will adopt a comparative approach in order, first, to sensitise students to this approach and, second, so that students may learn more about themselves by learning about Japan.
3. This module will introduce students to a broad range of historical/cultural issues and, to that end, it will include aspects of Japanese geography, society, politics, economy etc. However, students should appreciate that understanding Japan is a huge and complex undertaking. Therefore, rather than making any claim to being comprehensive, the module is intended to whet students' appetites for further and deeper study later in their degree courses.

STUDY MATERIALS:

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following three areas: (1) essay (40%), (2) final examination (40%), and (3) seminar participation (20%).

ACADEMIC PREPARATION: This is an introductory course to Comparative Cultural Studies and has no academic prerequisites associated with it.

POLICIES: All assignments must be completed to receive a passing grade for this course. Acts of plagiarism or other forms academic dishonesty will be dealt with harshly. See <http://en.wikipedia.org/wiki/Plagiarism> for more information.

COURSE FORMAT AND ACTIVITIES: Weekly sessions will be divided into lecture and group seminar sessions. During lectures the key points of the course will be presented and discussed and study groups will select an issue to debate in the following seminar. There will also be a number of screenings during the course.

SCHEDULE:

<Week 1>

Theme: *A Guided Tour Through Japanese History Part One: Prehistory.*

Lecture: Briefly examining the state of the Japanese islands in the ages before ‘written’ history begins with the writing of *Kojiki*. We will examine cultural and historical legacies of both the Jomon and Yayoi periods and see how these periods informed later ages in many ways.

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 2>

Theme: *A Guided Tour Through Japanese History Part Two: The Classical Period.*

Lecture: Looking at the Kofun, Asuka, Nara and Heian periods, this lecture examines the beginnings of Japanese political and social historical development and introduces some of the important figures whose lives, works and writings have come to colour centuries of perception in (and on) Japan.

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 3>

Theme: *Pillow Books and Political Religion: Literature as a View on the Classical Japan court.*

Lecture: Taking selected readings from *Kojiki*, *Genji Monogatari* and other works as the starting point, this lecture examines the rich literary heritage of the Classical Japan court and the complex, secluded lives which were lived inside this gilded cage.

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 4>

Theme: *A Guided Tour Through Japanese History Part Three: The Feudal Period.*

Lecture: From the Kamakura Period to the fall of the Ashikaga Shoguns, this lecture looks at the changing nature of political power in Japan and the various bodies – court, nobles, warriors and temples – which vied for power in this turbulent age..

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 5>

Theme: *Heroes and Devils: The Arts of the Medieval Period.*

Lecture: Looking at the religious beginnings of Japanese performing arts and crafts in the years following the Heian period and the ways in which they were patronized by different groups to different ends.

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 6>

Theme: *A Country Divided Part One: Samurai, Ronin and Ashigaru.*

Lecture: This lecture explores the societal collapse of the *Sengoku Jidai* (the age of civil war) and the rise of the popular perception of the Samurai as the truly iconic figure which would come to occupy the thoughts of mythmakers (both within Japan and without) into the modern age.

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 7>

Theme: *A Country under Siege: The Mongol Invasions and the Kamikaze*

Lecture: Examining both the motives of the Mongol, Chinese and Korean troops who sought to conquer Japan on several occasions and the responses which these ultimately

failed invasions prompted from the Japanese. From the faith in the *kamikaze* (spiritual winds) which would become central to later notions of national divinity, to Hideyoshi's abortive invasion of Korea and the national isolation which would result from it, this period reveals a great deal about the Japanese sense of self.

Readings:

And

<Week 8>

Theme: *A Country Divided Part Two: The Three Great Generals.*

Lecture: Looking at the lives of the three most important, and widely known, figures in Japanese medieval history – Oda Nobunaga Toyotomi Hideyoshi and Tokugawa Ieyasu. As the “maker, baker and eater of the (Japanese) cake” – as the saying goes – an insight into the lives and motives of these three men reveals a great deal about the nature of Japanese society and politics in the years running up to the seclusion of the country in the Edo period.

Readings:

And

<Week 9>

Theme: *A Country Opened: European involvement in Japan.*

Lecture: Looking at the arrival of European traders and religious groups in Japan during the *Sengoku Jidai* and the ways in which these groups affected all levels of Japanese society.

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 10>

Theme: *A Guided Tour Through Japanese History Part Four: Edo Period (Part one: Politics).*

Lecture: When the Tokugawa government took control of the country in the early 1600s, they attempted to turn back the clock to what they felt was an appropriate approximation of life before the civil wars and invasions. This first lecture deals with the political impact of the Tokugawa's closure of the country and their manipulation of the great clans, the common people and the few foreigners who remained. We will also look at the changed state of the Samurai and how the government maintained them during this long, sullen peace.

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 11>

Theme: *A Guided Tour Through Japanese History Part Four: Edo Period (Part Two: Art and Society).*

Lecture: This lecture examines the ways in which the Japanese people reacted to, and lived with the increasingly bizarre laws of Tokugawa Japan. Looking at the rise of the city in the main, we will explore the lives of the actors, merchants, peasants and *eta* who maintained the samurai class in this period (with special reference to women's rights).

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 12>

Theme: *A Guided Tour Through Japanese History Part Five: Restoration and redevelopment.*

Lecture: In this lecture we examine the resurgence of Japan in the 19th century and the country's transformation into an industrial power. Looking at social (with special regard to women's history here), economic and military concerns we explore how and why this small nation could, in the space of forty years, rise from agrarian parochialism to overthrow the Russian Bear.

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 13>

Theme: *A Guided Tour Through Japanese History Part Six: Militarism.*

Lecture: Looking at a Japan, flushed with the military successes of the previous century, which was increasingly preparing to take on the great Western powers in Asia. We will examine the formation of Japan's modern armed forces and the political climate which, it could be argued, forced Japan into the disastrous Pacific War.

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

<Week 14>

Theme: *Course Review and Examination Preparation.*

Lecture: Both the lecture and seminar for this week will be devoted to reviewing the course and will provide students with an opportunity to discuss any issues that they might have before the final examination.

Readings: NA

JAS260: JAPANESE BUSINESS CULTURE (3 credit hours)

Instructor: Hiromi MAENAKA, Ph.D.

Office: A4

Office hours: T Th 10:30-12:00

email: maenakah@aiu.ac.jp

Semester: Fall

Meeting times: W F 15:30-16:45

DESCRIPTION: This course provides a broad overview of the fundamentals and special characteristics of Japanese business institutions and management practices. Topics include industrial structure, industrial groups, hierarchical or subcontracting production systems, personnel management (recruitment, training, promotion, remuneration etc.), decision-making, product development and design, distribution and marketing. The course examines strengths and weaknesses of Japanese business and the challenges Japanese firms face in an era of globalization and rapid transformation into an information and technology-intensive economy.

OBJECTIVES: Upon completion of this course students will: (1) Be familiar with unique characteristics of Japanese business firms and management practices; (2) Be able to identify cultural variables affecting Japanese people at work; and (3) Have an increased awareness of the dynamics operating between the Japanese business world and Japanese national culture.

STUDY MATERIALS:

<Textbooks>

(1) Jackson, Keith and Miyuki Tomioka. The Changing Face of Japanese Management. London: Routledge, 2004.

(2) Yoshimura, Noboru, and Philip Anderson. Inside the Kaisha: Demystifying Japanese Business Behavior. Cambridge: Harvard Business School Press, 1997.

(3) Additional required readings will be assigned.

<Reference Books or Materials>

Newspapers, periodicals, and the Internet for more up-to-date information.

POLICIES: All assignments must be completed to receive a passing grade for this course. Acts of plagiarism or other forms of academic dishonesty will be dealt with harshly.

ASSESSMENT:

Exam I: 20%

Exam II: 20%

Field trip reports: 20%

Research Paper and Presentation: 30%

Attendance and class participation: 10%

ACADEMIC PREPARATION: No prerequisite courses.

COURSE FORMAT AND ACTIVITIES: The format of regular class sessions will be lecture and topic discussion. There will be some field trips to provide students with opportunities to visit selected local business organizations, observe their business styles and practices, and increase understanding Japanese business culture.

SCHEDULE:

- Week 1 Introduction
 Overview of Japanese business environment

- Week 2 Japanese Business Environment
 Geography, demography and history
 Understanding culture and management style
 Collectivism, Reference groups, Context and Power distance

- Week 3 Japanese firm (1)
 Education to enter the world of work
 Recruiting, Training, Career Development and Promotion

- Week 4 Japanese firm (2)
 Reference groups, Trust, Harmony and Decision-making

- Week 5 Field trip 1
 Visit a firm in a traditional industry.

- Week 6 Japanese firm (3)
 Organizational structure and human relation
 Social context: Gender roles in family and workplace

- Week 7 Current issues in the Japanese employment system
 Impact of globalization, Aging society, Migrant labor, Flexible
 employment, Status of women and etc.
 Exam 1

- Week 8 Field trip 2
 Visit a company in a manufacturing industry.

- Week 9 Japanese firm's competition strategies

Product development and pricing.

- Week 10 Supply chain management
Promotion strategies and marketing communication
- Week 11 IT Revolutions in Japan
Production system, distribution system, value of information,
E-commerce and etc.
- Week 12 Field trip 3
Visit a company in a service industry.
- Week 13 Public, Semi-public and private sectors
Regulation and deregulation.
Roles and functions of governments, trade associations, and NPOs.
- Week 14 Term Paper Due.
Presentation and discussion of term papers
- Week 15 Summary and review
Exam 2

Note: The class schedule may change depending on student needs and timing of field trips.

KRN300: Korean Language 3 (2 credits)

Course Description:

This is an upper elementary-intermediate conversation Korean language course. This course is designed for students who have successfully completed Korean Language 1 (basic grammar course) or Korean Language 2 (basic conversation course), or the equivalent level of proficiency. The aim of this course is to develop necessary communicative skills in practical everyday situations, such as personal, social and academic situations. Through this course students will be able to express their thoughts and feelings to some extent freely and will be able to gain self confidence in communicating with native speakers. As this course focuses on conversation in Korean, students will be expected to actively participate in the class activities. All classes will be conducted in Korean.

KRN350: Korean Language 4 (2 credits)

Course Description:

This course is designed for students who have completed Korean Language1 (basic grammar course) or Korean Language2 (basic conversation course) and who want to improve their overall Japanese skills with a special focus on reading and writing.

Materials covering a wide range of topics, such as foods, journals, folk tales, personal stories, newspaper articles, and commercial copies will be used. Through these readings students will become familiar with written Korean and will be able to understand more about Korean people and Korean cultures. Students are also learning how to write passages with accurate and proper Korean. Students will be expected to actively participate in the class activities like giving their own ideas. In order to improve students' listening and speaking skills, classes will be conducted in Korean.

LAW 160: The Constitution of Japan and Law

Instructor: Tetsuya Toyoda

Office : C16

Office hour: MTWTh 14:00-17:00 (Necessary to make an appointment by e-mail.)

E-mail: toyoda@aiu.ac.jp

Course Goals

This course has two primary goals:

1. Students will acquire basic knowledge of the History and the Present Features of the Constitution of Japan.
2. Students will be able to present their own opinions about the future of the Japanese constitutional system in their own words.

Course Description

The main subject matter of this course is the actual constitution of Japan, in effect from May 3, 1947. It is, as is any other constitution, deeply embedded in its historical context: the Surrender of 1945 and the subsequent US Occupation. Article 9, entitled "renunciation of war", is the most salient feature of the postwar constitution and one of targets of constitutional revisionism. This course helps students to have their own opinions on constitutional questions. In extension of examination of constitutional provisions, some other branches of Japanese law will be briefly reviewed, such as criminal procedure law and social welfare law.

Class Activities

Having carefully read assigned pages, students come to class with their own ideas. The lecturer pose questions to students and students themselves raise questions, which lead to discussions. Comprehension quizzes at the end of class.

Prior Academic Preparation

None.

Evaluation

Exams 50%: Mid-term exam on session 14 and final exam on session 29. There will be multiple-choice questions and an essay question.

Take-Home Essay Exams 20%: Essay questions will be given on sessions 7 and 19, to which students should give answers within one, double-spaced A4 paper by the last midnight before sessions 9 and 21 by e-mail. Plagiarism will be strictly sanctioned.

Comprehension Quiz 10%: Comprehension quiz at the end of each session.

Attendance 10%: Full attendance (i.e. without late arrival) to more than fourteen sessions is required to sit for the final exam.

Participation to Class Discussion 10%: Careful reading of assigned texts will always give birth to genuine questions and opinions you should present in the classroom. Stupid questions are appreciated better than silence.

Course Materials

Textbook: Larence W. Beer and John M. Maki, *FROM IMPERIAL MYTH TO DEMOCRACY: JAPAN'S TWO CONSTITUTIONS, 1889-2002*, University Press of Colorado, 2002.

Other course materials will be provided. Reference books will be put on reserve in the Library.

Course Schedule

I. INTRODUCTION

1. Course Introduction

II. THE MEIJI CONSTITUTION AS A PREHISTORY TO THE TRUE CONSTITUTIONALISM

2. The Making of the Meiji Constitution

Required: Textbook, pp. 7-18.

3. The Theocracy under the Meiji Constitution

Required: Textbook, pp. 18-32.

4. The Constitutional Failure

Required: Textbook, pp. 33-52.

III. THE BIRTH OF THE 1947 CONSTITUTION

5. The "Unconditional" Surrender

Required: Textbook, pp. 53-64.

6. The End of the Theocracy

Required: Textbook, pp. 64-73.

7. Collaborative Creation of the 1947 Constitution

Required: Textbook, pp. 77-93.

8. Writing the SCAP Draft

Required: Shoichi Koseki, "A Week in a Secret Room: Writing the SCAP Draft" (Ch. 4 of his *The Birth of Japan's Postwar Constitution*, 1997), pp. 68-82.

9. The Features of the SCAP Draft

Required: Shoichi Koseki, "A Week in a Secret Room: Writing the SCAP Draft", pp. 82-94.

10. Struggle for Japanization of the Draft Constitution

Required: Shoichi Koseki, "The Struggle to Japanize the American Draft" (Ch. 6 of his *The Birth of Japan's Postwar Constitution*, 1997), pp. 111-122.

11. Accommodation to the Constitutional Defeat

Required: Shoichi Koseki, "The Struggle to Japanize the American Draft", pp. 122-137.

12. The Ashida Amendment of Article 9

Required: Shoichi Koseki, "Behind the 'Ashida Amendment' of Article 9" (Ch. 9 of his *The Birth of Japan's Postwar Constitution*, 1997), pp. 192-202.

13. The FEC's reaction to the Ashida Amendment

Required: Shoichi Koseki, "Behind the 'Ashida Amendment' of Article 9" (Ch. 9 of his *The Birth of Japan's Postwar Constitution*, 1997), pp. 202-208.

14. Mid-Term Exam

IV. THE CONSTITUTIONAL POWERS AND DEMOCRACY

15. The Key Features of the 1947 Constitution

Required: John M. Maki, "The Constitution of Japan: Pacifism, Popular Sovereignty, and Fundamental Human Rights", Percy R. Luney et al.(eds.), *Japanese Constitutional Law*, 1993, pp. 39-55

16. Japan's Legal Tradition and the Constitutional Allocation of Powers

Required: Textbook, pp. 95-110.

17. The Parliamentary Cabinet System

Required: Hitoshi Abe et al., James W. White (trans.), *The government and politics of Japan*, 1994, pp. 14-32.

18. The National Administration

Required: Toshiyuki Masujima, "Administrative reform in Japan: past developments and future trends", *International Review of Administrative*

Sciences, vol. 71(2), pp. 295-309.

19. The Administration of Justice

Required: Hiroshi Oda, *Japanese Law*, 2nd ed., 2001, pp. 62-84.

20. The Legal Profession

Required: Oda, *Japanese Law, op. cit.*, pp. 85-101.

V. THE FUNDAMENTAL RIGHTS OF CITIZENS AND THE JAPANESE LEGAL SYSTEM

21. Struggle for the True Constitutionalism

Required: Textbook, pp. 123-133.

22. Mass Media Freedom

Required: Textbook, pp. 133-142.

23. Social Rights

Required: Textbook, pp. 142-154.

24. Equality under the Law

Required: Textbook, pp. 154-162.

25. Rights of the Criminally Accused

Required: Textbook, pp. 162-168.

26. Freedom of Education and Religion

Required: Textbook, pp. 168-176.

VI. REVISION OF THE CONSTITUTION?

27. Constitutional Revisionism

Required: Textbook, pp. 113-121;

and Yoichi Higuchi, "The Paradox of Constitutional Revisionism in Postwar Japan", id. (ed.), *Five Decades of Constitutionalism in Japanese Society*, 2001, pp. 351-355.

28. Conclusion and Class Discussion

Required: Textbook, pp. 179-184.

29. Final Exam

MAT115-1 COLLEGE ALGEBRA (4 credit hours)

Instructor: Marcin SCHROEDER

Office hours: TBA

e-mail: mjs@aiu.ac.jp

Semesters: Spring, Fall

Classroom: A303

Office: C7

Phone: 886-5984

Meeting times: M, W 12:10-13:55

DESCRIPTION: This is an introductory level course in college mathematics with an emphasis on algebraic concepts and methods. The material of the course includes all standard topics in algebra necessary for a subsequent mathematical education in courses such as calculus, linear algebra, or for continuing study in a wide variety of courses using mathematical formalisms or models. The topics include: sets as foundations for mathematical theories; development of the concept of numbers (from natural up to complex) and operations on them; equations and inequalities in one and many variables, their geometric interpretation and methods of solving; polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphic representation. Many concepts in this course may be or may seem familiar to students with a good high school background, but the approach, focused on good understanding of the conceptual framework and of the methods used in problem solving, will provide quite a new experience and knowledge. As a component of the Liberal Arts program, the course develops skills in thinking at a high level of abstraction and with an increased level of precision. For second language learners, the course is an opportunity to learn English terminology for mathematical sciences.

OBJECTIVES: This course has two sets of objectives that are related to its two complementary functions in the curriculum. It provides students with mathematical knowledge and skills necessary for a subsequent mathematical education in courses such as calculus, or for study in courses that use mathematical formalisms or models. Thus, students who will elect the Global Business Program have to complete College Algebra as a required course preparing for business related courses that directly apply concepts or methods of algebra, or which use the intellectual discipline of mathematics necessary to construct and to properly and efficiently utilize formal models, as well as to solve problems conceptualized in terms of mathematics.

The second function of this course is relevant for all students, no matter what is or will be their choice of Advanced Education. College Algebra is a course in which students can develop skills and competencies which belong to the Liberal Arts education. The most obvious skill is the ability to understand and to perform an analysis of quantitative data and to build quantitative models of the subject of inquiry. In a more general perspective, students learn how to think at a high level of abstraction within and outside of the quantitative approach. They are acquainted with methods of transition between several different modes of reasoning, for instance between the geometric - visual approach and the algebraic - verbal. The most basic, but not simple, goal of this course is to develop in students an awareness of the need to recognize the scope of applicability for methods that they have already learned in high school, but which they apply uncritically, often in an

erroneous context. Upon successful completion of the course, students should be able to solve a wide range of problems that require reasoning based on abstract methods, typically in unfamiliar contexts or in situations that require a novel, nonstandard approach. Students should be able to not only apply the methods studied in the course, but also to justify the choice of an appropriate method for solving a particular type of the problem and to demonstrate knowledge of the concepts that they use.

STUDY MATERIALS:

<**Textbook**> Earl W. Swokowski, Jeffery A. Cole, Algebra and Trigonometry with Analytic Geometry, 10th ed., Brooks/Cole, 2002. ISBN 0-534-43556-4

<**Reference books, sources of readings and other information**> Virtually all currently available introductory textbooks in this subject are perpetuating errors of unjustified oversimplification or misinterpretation of mathematical concepts and methods. Following the famous dictum of Einstein “Things should be made as simple as possible, but not simpler” several topics in this course will be presented in a way slightly different from that in the textbook. These modifications will require that some portions of the material in the textbook are replaced by handouts prepared by the instructor. Students interested in expanding their perspectives on the subject of the course, or on mathematics in general, should ask the instructor for advice on additional, optional readings.

Although calculator will not be necessary in this course, it may be useful in completing assignments. Students may use calculators or dictionaries in class or during tests.

ASSESSMENT: Student achievement of the course objectives is being measured in terms of student performance in completing homework assignments (25%), solving problems on the Midterm Test (25%), and on Final Examination (50%).

Each day of classes students will get homework assignment consisting of a selection of problems related to the material covered in class. The solutions of ALL assigned problems should be turned in before or during next class meeting. Each time only one out of all assigned problems will be graded, but it does not limit students’ responsibility to attempt solving all problems. The total value of credit for homework assignments has maximum of 100 points out of 400. Midterm exam has the value of 100 points out of 400, final exam of 200 points out of 400.

Although the focus of the course is on the understanding of the concepts and methods, students are not tested on their verbal knowledge of definitions or theorems. Neither lecture, nor tests are involving proofs of theorems which have to be memorized or which require extensive practice of proving methods. However, there are frequent examples in the lecture and in the assignments of homework which introduce students into mathematical thinking equivalent to proving very simple theorems. To avoid arising anxiety, they start not from the words “Prove that...,” but from “Show that...,” however, each solution of such a problem consists of a mathematical proof or demonstration of the statement in the problem. The principle is that whatever reasoning is demonstrated in the class (and expected from students on the tests,) should be at least in principle doable by the students themselves with appropriate guidance from the instructor. For that reason, proofs requiring proficiency in mathematical reasoning exceeding that expected from all students are omitted.

In the grading of tests, majority of credit is for correctness of the method and for demonstrated understanding of the material. Calculation errors are mostly ignored.

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing for the course. Good high school background will make studying in this course easier, but even students who went through high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. Actually, the course is recommended at the introductory stage of Basic Education when students are working on the development of language competence necessary for the more demanding courses in Humanities or Social Sciences.

POLICIES: Acts of cheating or other forms academic dishonesty will be dealt with harshly.

Attendance in all classes is mandatory, whether it is being checked by instructor, or not. It is student's responsibility to submit all assignments by the announced deadlines.

COURSE FORMAT AND ACTIVITIES: Generally, class sessions have format of lectures with frequent interactions between the instructor and students in form of questions and answers. Students are working outside of the class on assigned problems. Each class session begins from the time for students' questions regarding difficulties in the homework or in the material from last session. Occasionally computer aided presentations may be used to make understanding of the material of the class easier.

The classes have increasingly abstract level of the concepts and methods. At the beginning, there is frequent reference to practical models or interpretations. With time, there is increasing emphasis on the understanding of the structural elements of the mathematical objects in separation from their concrete representation in everyday experience. Thus, while at the beginning of the course students are frequently shown direct applications of mathematics to solving problems belonging to everyday experience, with time focus is shifting to the relationship between mathematics and other fields of intellectual inquiry.

SCHEDULE: (The numbers of pages and numbers of problems are referring to the textbook)

Homework assignments are due on the next day of classes. Late homework can be submitted with some delay in justified cases. However, **NO HOMEWORK WILL BE ACCEPTED AFTER THE DEADLINES LISTED BELOW** for each chapter!

- 1) Handout H.1 Basic concepts of set theory
Handout H.1. Concept of a natural number
Assignment: TBA

- 2) Handout H.2: Set operations, Venn diagrams. Counting techniques
Assignment: Problem #2 in the handout

- 1.1 Real Numbers
Assignment: p.13: #7,17,21,23,27
- 3) 1.2 Exponents and Radicals
Assignment: p.25: #21,29,49,67,83
1.3 Algebraic Expressions
Assignment: p.38: #17,35,59,99,101
- 4) 1.4 Fractional Expressions
Assignment: p.47: #23,31,43,51,59; p.52#4
2.1 Equations
Assignment: p.60: #17,31,35,47,51,57
- 5) 2.2 Applied Problems
Assignment: p.71: #5,7,11,13,15
2.3 Quadratic Equations
Assignment: p.84: #11,15,25,29,33,43
- 6) 2.4 Complex Numbers
Assignment: p.94: #17,23,31,37,53
2.5 Other Types of Equations
Assignment: p.100: #5,9,11,25,27,31,49
- 7) 2.6 Inequalities
Assignment: p.110: #31,37,41,55,59,69
2.7 More on Inequalities
Assignment: p.118: #19,25,27,29,33,37

DEADLINE FOR HOMEWORK ASSIGNMENTS IN THE HANDOUT AND CHAPTER 1. NO HOMEWORK FROM THIS PART OF THE COURSE WILL BE ACCEPTED LATER!

- 8) 3.1 Rectangular Coordinate Systems
Assignment: p.130: 7,13,15
3.2 Graphs of Equations
Assignment: p.141: #21(for 1,5,7,15,17),25,37,47
- 9) 3.3 Lines
Assignment: p.153: #9,15,19,27,29,47
3.4 Definition of Function
Assignment: p.169: #15,21,23,29,39,49,55
- 10) 3.5 Graphs of Functions
Assignment: p.181: #3,39a,e,i,k,41,49,53

3.6 Quadratic Functions

Assignment: p.192: #9,17,25,29

- 11) 3.7 Operations on Functions
Assignment: p.202: #7,9,21,33,41,59
3.8 Inverse Functions
Assignment: p.213: #9,17,23,31,37,45

END OF MATERIAL FOR THE MIDTERM

DEADLINE FOR HOMEWORK IN CHAPTER 2!

- 12) 4.1 Polynomial Functions of Degree Greater Than Two
Assignment: p.237: #7,15,27,33
4.2 Properties of Division
Assignment: p.245: #9,13,19,23,29,35,39
- 13) MIDTERM (HANDOUTS, CHAPTERS 1- 3) 100 POINTS
ALL HOMEWORK ASSIGNMENTS FROM CHAPTER 3 MUST BE SUBMITTED
BEFORE OR ON THE DAY OF MIDTERM!
- 14) 4.3 Zeros of Polynomials
Assignment: p.256: #5,13,17,33,37
4.4 Complex and Rational Zeros of Polynomials.
Assignment: p.264: #7,13,17,19,21,23,27
- 15) 4.5 Rational Functions.
Assignment: p.279: #7,11,15,21,29,37
REVIEW
- 16) 5.1 Exponential Functions
Assignment: p.293: #15,19,25
5.2 The Natural Exponential Function
Assignment: p.302: #3,13,21,35
- 17) 5.3 Logarithmic Functions
Assignment: p.315: #3,13,35,37
5.4 Properties of Logarithms
Assignment: p.326: #11,21,23,25
- 18) 5.5 Exponential and Logarithmic Equations
Assignment: p.336: #11,17,19,21,23,31
6.2 Trigonometric Functions of Angles
Assignment: p.369: #9,11,31,35,39,53
- 19) 6.3 Trigonometric Functions of Real Numbers
Assignment: p.387: #3,13,19,21,51,57
6.4 Values of the Trigonometric Functions

Assignment: p.397: #3,11,13,15,17

- 20) 6.5 Trigonometric Graphs
Assignment: p.408: #3e,f,5,9,29,43
6.6 Additional Trigonometric Graphs
Assignment: p.417: #15,25,35,57,63

DEADLINE FOR HOMEWORK FROM CHAPTERS 4 & 5!

- 21) 7.3 The Addition and Subtraction Formulas
Assignment: p.464: #5,11,12,21
7.4 Multiple Angle Formulas
Assignment: p.474: #5,9,11,17
- 22) 8.5 Trigonometric Form of Complex Numbers
Assignment: p.552: #3,13,19,25,47,49,57
8.6 De Moivre's Theorem and nth Roots of Complex Numbers
Assignment: p.558: #5,9,13,15,19,27
- 23) Review of the material about equations
9.1 Systems of Equations
Assignment: p.570: #3,7,11,19,25

DEADLINE FOR HOMEWORK IN CHAPTERS 6 & 7!

- 24) 9.2 Systems of Linear Equations in Two Variables
Assignment: p.579: #3,9,11,19
9.3 Systems of Inequalities
Assignment: p.587: #5,13,15,29
- 25) 9.4 Linear Programming
Assignment: p.596: #1,3,5,7,9
9.5 Systems of Linear Equations in More Than Two Variables
Assignment: p.611: #1,5,13,17,19

ALL HOMEWORK ASSIGNMENTS MUST BE SUBMITTED BEFORE OR ON NEXT DAY OF CLASSES

You DO NOT have to turn in the homework 9.6-9.9, and you do not get credit for these assignments. .

- 26) 9.6 The Algebra of Matrices*
Assignment: p.621: #7,11,15,17,26
9.7 The Inverse of Matrix*
Assignment: p.627: #1,3,5,11,13,19
- 27) 9.8 Determinants*

Optional Assignment: p.633: #3,11,13,15,17,19,29,33

9.9 Properties of Determinants*

Optional Assignment: p.640: #5,21,27,31,39,41.

28)

REVIEW

29) COMPREHENSIVE FINAL EXAMINATION (HANDOUTS & CHPTS. 1-6, selected sections of 7 &8, 9).

* The schedule of additional topics 9.6-9.9 is tentative. The material will be covered, if time permits.

MAT 115 College Algebra (4 credit hours)

Instructor: Yasushi NARA

Office hours: TBA

e-mail: TBA

Semesters: Spring, Fall

Office: TBA

Phone: TBA

Meeting times: TBA

Description:

This is an introductory level course in mathematics with emphasis on algebraic methods. The material of the course includes standard subjects necessary to solve real life problems, for instance, from business and economics, life and social sciences. The topics include sets and functions, natural, real, complex numbers, trigonometry, matrices, polynomial, exponential, logarithmic functions, linear, quadratic and other polynomial equations, graphical representations of functions. This course emphasizes on logical and conceptual aspects of mathematics rather than merely focusing on the developing computational skills in mathematics. Development of students' understanding of mathematical/abstract concepts will be supported by appropriate examples and practical applications.

Objectives:

First of all, one of objectives in this course is to provide students with skills in mathematical thinking, especially in quantitative reasoning which is one of the most critical and fundamental aspects of the Liberal Arts program. Secondly, students will develop skills in the applications of mathematical concepts in their areas of study and interest.

Note that the latter goal cannot be achieved without achieving the first goal.

Study Materials:

Earl W. Swokowski, Jeffery A. Cole,
"Algebra and Trigonometry with Analytic Geometry"
10th ed, Brooks/Cole, 2002.

Assessment:

The components of your grade are the following:

Homework: 25%

Midterm Examination: 25%

Final Examination: 50%

Expected Academic Background:

There are no prerequisites for this course.

Course Format and Activities:

Class sessions have format of lectures, however questions, even when frequent, are always very welcome.

Schedule:

Week 1: Set theory, natural numbers, real numbers

Week 2: exponents and radicals, algebraic expressions.

Week 3: Quadratic equations, complex numbers, equations.

Week 4: Inequalities.

Week 5: Rectangular coordinate systems, graphs of equations, lines,
definition of a function, graphs of functions.

Week 6: Polynomial functions of higher degree, properties of polynomial
division, rational, real and complex zeros of polynomials, rational functions.

Week 7: Exponential and logarithmic functions, exponential and logarithmic equations.

Week 8: Midterm examination. Trigonometric functions.

Week 9: Trigonometric form of complex numbers.

Week 10: Systems of equations, systems of linear equations in many variables.

Week 11: Systems of linear inequalities, linear programming.

Week 12: Algebra of matrices, inverse matrix.

Week 13: Properties of determinants.

Week 14: Partial fractions.

Week 15: Final Examination.

MAT210 STATISTICS (4 credit hours)

Instructor: Marcin SCHROEDER

Office hours: TBA

e-mail: mjs@aiu.ac.jp

Semesters: Spring, Fall

Classroom: A303

Office: C7

Phone: 886-5984

Meeting times: T,R 12:10-13:55

DESCRIPTION: This is an introductory college level course in probability and statistics with an emphasis in the latter on the practical applications and on the use of statistical software, but without direct reference to methods that require knowledge of calculus. The material of the course includes all standard topics necessary for subsequent education in more advanced courses in statistics. Students learn all methods of the descriptive and inferential statistics necessary to carry on basic research. The topics in descriptive statistics include frequency distributions, data display, the measures of central tendency and of variability of data, linear correlation and regression in one dimension. In inferential statistics: sampling distributions, z-tests, t-tests, introduction to ANOVA, chi-square tests, and other non-parametric methods.

The part of the course devoted to (finite) probability theory introduces students to its basic conceptual framework, from the axioms of Kolmogorov to the Law of Large Numbers. The emphasis is on good understanding of the concepts to which there is frequent reference in statistics, and which give students an ability to operate in uncertain situations of limited, incomplete information. The latter makes this course an important component of the Liberal Arts program, complementing the skills and competencies acquired in College Algebra.

OBJECTIVES: This course has two sets of objectives related to its two complementary functions in the curriculum. It provides students with the knowledge and skills necessary for subsequent courses in statistics or courses which use statistical methods for the analysis of data. Thus, students who will elect the Global Business Program have to complete Statistics as a required course, preparing them for business related courses that directly use the concepts or methods of statistics or probability, or which require competence in data analysis.

The second function of this course is relevant for all students, no matter what is or will be their choice of Advanced Education. Statistics is a course in which students can develop skills and competencies that belong to the Liberal Arts education. In particular, upon successful completion of the course, students should be able to design and carry on quantitative or qualitative research in an arbitrary discipline that requires statistical methods of collecting data and their analysis. Also, after studying probability, students will be able to make decisions in uncertain situations when the use of the common sense is not only ineffective but can result in very serious errors. In particular, students will be aware of typical fallacies in dealing with problems arising when access to information is limited.

STUDY MATERIALS:

<**Textbook**> Chris Spatz, BASIC STATISTICS: Tales of Distributions, 8th ed. Wadsworth Thomson Learning, Belmont, CA. ISBN 0-534-61137-0. The textbook can be purchased at AIU Secretariat.

Part of the course related to probability theory will be taught using a textbook available free on the internet: Charles M. Grinstead, J. Laurie Snell, INTRODUCTION TO PROBABILITY. <http://www.dartmouth.edu/~chance/>

<**Reference books, sources of readings and other information**> In order to adjust the material of the textbook to the objectives of the course it will be necessary to use some additional materials distributed in the class in the form of handouts.

Students interested in expanding their perspectives on the subject of the course, or on mathematics in general, should ask the instructor for advice on additional, optional readings.

Calculator with all arithmetical functions (including the square root function) will be necessary. Students may and should use calculators in class or during tests.

Software for computer assignments will be available in the computer lab.

ASSESSMENT: Student achievement of the course objectives is being measured in terms of student performance in completing homework assignments (20%,) computer lab assignments (20%,) solving problems on the Midterm Test (20%,) and on the comprehensive Final Examination (40%).

Each day of the classes students will get homework assignment consisting of a selection of problems related to the material covered in class. The solutions of assigned problems should be turned in before or during next class meeting. Each time only one out of all assigned problems will be graded. Also, (in the later part of the course) students will get assignments to be done with the use of statistical computer software.

In the evaluation of homework assignments and tests the emphasis is on correct application of the methods studied in the course. In the part of the course related to probability, students have to demonstrate the ability to formulate the problems in mathematical terms and to apply correct methods in their solution.

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing for the course. Good high school background in mathematics will make studying in this course easier, but even students who went through high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. However, much more extensive readings in the textbooks and handouts require higher level of language proficiency than in College Algebra.

POLICIES: Acts of cheating or other forms academic dishonesty will be dealt with harshly. Students may work together on their computer assignments, but every student must prepare individually and without help of others his/her report. Copying someone's report is considered an act of cheating.

Attendance in all classes is mandatory, whether it is being checked by instructor, or not.

It is student's responsibility to submit all assignments by the announced deadlines.

COURSE FORMAT AND ACTIVITIES: Generally, class sessions have format of lectures with frequent interactions between the instructor and students in form of questions and answers. Students are working outside of the class on assigned problems. Each class session begins from the time for students' questions regarding difficulties in the homework or in the material from last session. Occasionally computer aided presentations may be used to make understanding of the material of the class easier.

In the second half of the course, students get assignments of problems to be solved using statistical software and computers (own or those in the computer lab).

The last of the computer assignments is a more extensive project of students' own design.

SCHEDULE: (The numbers of pages and numbers of problems are referring to the textbook)

The number in the first column indicates subsequent sessions ("days") of the course, the numbers in the second column indicate chapter in the textbook, the asterisks * indicate the online textbook for probability theory. Computer assignments will be announced later.

- 1) 1 Introduction pp. 1-19
Assignment: p. 9#2; p. 19#4,5,6,7.
- 2 2 Frequency Distributions and Graphs pp. 24-38
Assignment: p.29#1,3; p.33#6; p.39#14
- 2) 3 Central Tendency and Variability pp. 41-67
Assignment: p.47#1,2,4; p.53#8; p.56#13; p.60#15; p.67#25
- 4 4 Other Descriptive Statistics pp. 70-82
Assignment: p.73#1,4,6; p.77#7,8; p.82#10
- 3) 5 Correlation and Regression pp. 85-115 (plus Handout)
Assignment: p.93#3,4; p.97#5,6; p.103#8,11,13; p.115#18.
- 4) Handout: Introduction to the Concept of Probability
Assignment: in handout
- 5) 1.2* Discrete Probability Distributions pp. 18-29 (on-line)
Assignment: p.35#1,4,5,6,7,8,14.
- 6) 2.2* Continuous Probability Densities pp. 59-68 (on-line)
Assignment: TBA
- 7) 3* Combinatorics pp. 75-81 & 92-101 (on-line)
Assignment: p. 88#2,3,6,13; p.113#2,3,8,10,12,19,20.
- 8) 4* Conditional Probability pp. 133-147 (on-line)
Assignment: p.150#1,2,4,7,8,12,14,15,18,29.
- 9) 5* Distributions and Densities pp. 183-192 (on-line)
Assignment: p.197#1,7,8,13,14.
- 10) 6* Expected Value and Variance pp. 225-234 & 257-262 (on line)
Assignment: p.247#1,2,4,5; p.263#1,2,4,5,7,9,11.
- 11) 8* Law of Large Numbers pp. 305-310 (on-line)
Assignment: p.312 #1,5,7
- 12) REVIEW

- 13) 6 Theoretical Distributions Including Normal Distribution pp. 120-140
Assignment: p.129#7,8; p.131#10; p.133#11,13,14; p.136#16,17; p.139#23.
- 14) 7 Samples, Sampling Distributions, and Confidence Intervals.
pp. 142-164
Assignment: p.148#6; p. 151#8,10; p.155#12,13,14,17; p.160#19;
p.164#23.
- 15) MIDTERM (material from classes 1-11)
- 16) Introduction to Hypothesis testing
- 17) 8 Hypothesis Testing and Effect Size: One-Sample Designs pp. 168-190
Assignment:p.173#3; p.177#8,9,10,11; p.184#13,14,17,18,20;
p.188#26.
- 18) 9 Hypothesis Testing, Effect Size, and Confidence Intervals:
Two-Sample Designs pp. 193-219; Assignment: p.197#3; p.202#7;
p.206#10; p.210#14,15,17; p.216#18,22; p.220#29.
- 19) Review of t-Test
- 20) 10 Analysis of Variance: One-Way (HANDOUT) pp.346-370
Assignment: p.371:# 22.10, 22.11, 22.12
- 21) 11 Analysis of Variance: Two-Way HANDOUT pp. 376-394
Assignment: p. 394:#23.2, 23.6, 23.11
- 22) Review of Analysis of Variance
- 23) 13 Parametric and Non-parametric Methods
- 24) 14 Chi-square Test: One-way (HANDOUT) pp.400-407
Assignment: p.406#24.2, p.418#24.7, 24.8,
- 25) Chi-square Test – Two-ways pp.407-419
Assignment: p. 419:#24.11, 24.12, 24.14.
- 26) 15 Choosing Tests and Writing Interpretations pp. 345-351
- 27) More About Statistical Software - Presentations
- 28) More About Statistical Software - Presentations
- 29) FINAL EXAMINATION

MKT310: MARKETING PRINCIPLES (4 credit hours)

Semesters: Spring, Fall

DESCRIPTION: Marketing is one of the various management processes employed by companies to create value for customers. The skillful marketer is able to identify or create customer needs, and then work with the various other functions within or outside the company to design and deploy capabilities to satisfy those needs better than competitors can. The major themes of this course are: marketing environment, market research, consumer and business buyer behavior, market segmentation, target marketing, product development, pricing issues, channel strategy, promotional strategies, international marketing, and related topics. We will use video cases to help make the process of identification, analysis, and discussion of factors and issues affecting current marketing strategies and practices more ‘real world.’

OBJECTIVES:

By the end of this course, students will:

1. be familiar with characteristics of marketing and distribution strategies and practices.
2. be able to demonstrate an awareness of economic, social, cultural, and political factors and issues affecting marketing practices.
3. be able to analyze, synthesize, and integrate basic marketing theories and concepts through the use of cases.

STUDY MATERIALS:

<Textbook>

Kotler, Philip and Gary Armstrong. Principles of Marketing, 11th edition. Pearson Education (ISBN 0131968793).

<Reference books and Materials>

1. NIKKEI Net Interactive (<http://www.nni.nikkei.co.jp/>)
2. NIKKEI TELECOM 21 (<http://telecom21.nikkei.co.jp/>).
3. フィリップ・コトラー (著), 恩藏 直人 (翻訳), 月谷 真紀 (翻訳) 『コトラーのマーケティング・マネジメント 基本編』、ピアソン・エデュケーション、2002年。
4. 『日経流通新聞』 (Nikkei Marketing Journal) 、日本経済新聞社。

ASSESSMENT:

Class participation: 25%

Mid-term examination (Chapter 1- Chapter 9): 25%

Written paper (A4, 3-4 pages) and oral presentation (20 minutes): 20%

Final examination (Chapter 1- Chapter 19): 30%.

ACADEMIC PREPARATION:

Before enrolling in this course, students should have successfully completed, at a minimum, college courses in algebra, statistics, macroeconomics, microeconomics, and introduction to management, or their equivalents.

POLICIES: Students are expected to read assigned materials, prepare for, and actively participate in, class discussion. Please come to class on time.

COURSE FORMAT AND ACTIVITIES: Students will learn through lectures, discussions, readings, multi-media presentations, field trips, and working with various online resources. Each student will prepare a marketing plan for an actual or hypothetical enterprise as a final project, working either individually or in a group of two. Course related material will be posted in the course data files on the AIMS server. This material can be accessed through the AIMS homepage at <http://aims.aiu.ac.jp/aims/>

SCHEDULE:

<Part 1: Defining Marketing and the Marketing Process>

Week 1 Introduction / Defining Marketing and the Marketing Process (Ch1)

Week 2 Marketing Strategy: Partnering to Build Customer Relationships (Ch 2)

<Part 2: Understanding the Marketplace and Consumers>

Week 3 The Marketing Environment (Ch 3)

Week 4 Managing Marketing Information (Ch 4)

Week 5 Consumer Markets Consumer Buyer Behavior (Ch 5)

<Part 3: Designing a Customer-Driven Marketing Strategy and Marketing Mix>

Week 6 Segmentation, Targeting, and Positioning (Ch 7)

Week 7 Product, Services, and Branding Strategies (Ch 8)

Week 8 New-Product Development and Product Life-Cycle Strategies (Ch 9) /

Mid-term exam

Week 9 Pricing Considerations and Strategies (Ch 10-11)

Week 10 Marketing Channels and Supply Chain Management (Ch 12)

Week 11 Retailing and Wholesaling (Ch13)/ Field Trip

Week 12 Integrated Marketing Communication Strategy (Ch 14) /

Advertising Sales Promotion and Public Relations (Ch 15)

Week 13 *Written Paper (A4, 3-4 pages) and Oral Presentation (20 minutes)*

<Part 4: Extending Marketing>

Week 14 Marketing in the Digital Age and The Global Marketplace (Ch 18-19)

Week 15 Summary and Review/

Final Exam

MKT410 MARKETING RESEARCH (4 credit hours)

Instructor: Hiromi MAENAKA, Ph.D.

Office hours: T& Th 10:30-12:00

Semester: Fall

Office: A4

email: maenakah@aiu.ac.jp

Meeting times: T & T 16:00-17:50

DESCRIPTION: The course is an introduction to the marketing research process. The focus is on basic marketing research techniques, disciplines, and applications. Groups of four to five students will select a real world case or create a hypothetical research problem to work on. Teams will learn how to: identify marketing problems, issues, and situations appropriate for research; select the appropriate research designs (exploratory, descriptive, or causal; primary or secondary; qualitative or quantitative; online or alternative methods); determine appropriate measurement and scaling methods; develop questionnaires; conduct sampling; collect and analyze data; draw inferences from data; prepare a report and do a presentation; manage quality control; become aware of ethical principles; and integrate and apply research findings to marketing decisions.

OBJECTIVES: Students completing this course will be able to (1) Develop research questions that marketing research can answer; (2) Design a simple marketing research project and carry it out; (3) Analyze and interpret research data; (4) Communicate the results in a manner that is useful to the marketing decision-making; (5) Understand what good marketing research is and how the result should be interpreted and used.

STUDY MATERIALS:

<Textbook>

(1) Burns, Alvin C. and Ronald F. Bush. Marketing Research, 5e. Pearson Education, 2006.

(2) Additional readings will be assigned.

ASSESSMENT:

Exam 1: 15%

Exam 2: 15%

Exam 3: 15%

Group research project: 30%

Case analysis: 10%

Class participation: 15 %

Exams

There will be three exams based on lectures, discussions, reading and other presentations. Each exam will have objective and short essay questions. No make-up exam will be given unless a written request with supporting documents is presented.

Group Research Project

The marketing research function in a business organization fulfills a very critical role. That role involves collecting useful information about the market, transforming the information into valuable knowledge to be used by management in decision-making. Thus, the skills required for success in this area must be developed through practical application of concepts discussed in class. Students must form themselves into groups consisting of four to five members. The groups will be required to execute a marketing research project for a business of their own choice. Each group will be required to present the findings from their study in class. The presentation must be limited to 20 minutes. In the presentation, students must:

- (1) Include a brief overview of the important decisions faced by the firm
- (2) Develop a thorough analysis of issues directly related to the decision(s)
- (3) Highlight the salient features of their marketing research design
- (4) Provide a set of clear recommendations
- (5) Adequately justify those recommendations.

Following the presentation, the group must handle questions from the rest of the class. A written report (5 pages maximum) is due in class on the day of the presentation. Further details will be discussed in class.

Case Analyses

Students will be assigned cases in the textbook. The student has to read the assigned case and be prepared to give a summary report, lead the class discussion, and answers to the questions in writing. Two case write-ups (5% each) should be turned in to be graded.

Class Participation

Class participation is evaluated based both on your attendance and contribution to the class activities and discussions. Your contribution will be assessed based on the quality and the frequency of input.

ACADEMIC PREPARATION: Before enrolling in this course, students should have successfully completed, at a minimum, college courses in algebra, statistics, macroeconomics, microeconomics, financial accounting, management principles, principles of marketing, or their equivalents.

COURSE FORMAT AND ACTIVITIES: Lectures, discussions, case studies, and extensive classroom interaction. Students will review a few cases in each class. There will be a few presentation sessions of group projects at the end of the semester.

SCHEDULE:

<u>Week</u>	<u>Topic</u>	<u>Assigned Reading</u>
Week 1	Introduction to course Overview of Marketing Research	Chapter 1
Week 2	Marketing Research Process Marketing Research Industry	Chapter 2 Chapter 3
Week 4	Defining the Problem Determining Research Objectives	Chapter 4
Week 5	Research Design Secondary Data	Chapter 5 Chapter 6
Week 6	Exam 1 Standardized Information Sources	Chapter 7
Week 7	Qualitative Research Survey Research	Chapter 8 Chapter 9
Week 8	Measurement Questionnaire Design	Chapter 10 Chapter 11
Week 9	Sampling	Chapter 12 Chapter 13
Week 10	Exam 2 Data Collection	Chapter 14
Week 11	Basic Data Analysis Data Analysis	Chapter 15 Chapter 16
Week 12	Data Analysis Data Analysis	Chapter 17 Chapter 18
Week 13	Data Analysis Marketing Research Reporting	Chapter 19 Chapter 20
Week 14	Presentation and Discussion of Group Project	
Week 15	Presentation and Discussion of Group Project Exam 3	

Note: The class schedule may be altered depending on the need of students.

MON110 Mongolian I /モンゴル語 I (2 credit hours)

<概要>

モンゴル語の文法は日本語に似た構造を持っている。語順も両者はほぼ一致するし、助詞を用いる点や接尾辞を多用する点などが共通の特色である。この講座では、こうした特色を有する現代モンゴル語の基本文法を学ぶことを目的とする。はじめに現代モンゴル語を表記するキリール文字を学び、ついで初歩的な構文を覚える。さらに助詞の用法と、さまざまな接尾辞を学び、より複雑な文章が表せるようにする。ひとつおり文法を学んだ後、簡単なモンゴル語の物語を読解し、モンゴルの文化の一端に触れるものとする。

(注意：講義は英語にて行います。)

NAS 250 Introduction to North American Studies (3 credit hours)

Spring/Fall Term:

Course Goals

1. To provide students with an overview of the North American continent, its geography, peoples, and institutions;
2. To encourage students to understand, appreciate, and engage critically with key concepts and issues in the development of North America by means of the examination of significant events, periods, writings, readings, and ideas;
3. To show how the continent of North America was originally inhabited and how it was developed and altered by outside civilizations and immigrants;
4. To instill in students an understanding of major social, political, and economic developments in 19th and 20th century Canada, Mexico, and the U.S.A.;
5. To develop student skills in note taking during lectures and careful study of assigned readings;
6. to develop student's analytical and critical thinking with regard to social, legal and political issues;
7. To introduce key concepts and terminology to students;

Course Description

In this required course for the Global Studies-North American Studies program, students will examine the countries of Canada, Mexico, and the United States and the ties that bind them as well as the differences that separate them. Topics explored will include: the geographical features of North America; the native peoples who first occupied the land; North America's settlement by Europeans; its political and governmental systems; and, its emergence as the world's largest free trade area and source of economic and military power. Students will also explore and compare major social, political and economic developments in the three countries especially during the 19th and 20th centuries. In analyzing these topics, students will utilize a multidisciplinary approach including geography, history, sociology, political science, and law. Videos, films, radio, music, and the Internet will also be examined so students can fully explore key issues in traditional and nontraditional ways.

Classroom Activities

Because this tends to be a large class, the normal means of instruction will be by lectures featuring PowerPoint slides. However, students may be asked discussion questions. Also, an early session will be devoted to map work of the North American continent. Classic movies relating to important themes will also be shown in class.

Prior Academic Preparation

None

Evaluation

<u>Classroom Participation</u>	10 %
<u>Homework/Assignments</u>	20%
<u>Mid-term Exam</u>	30%
<u>Final Exam</u>	40%

Course Materials

1. No text book as such has been assigned because this is an innovative course dealing with an entire continent and few books discuss this matter adequately. Despite this, students should expect readings to be extensive. They will consist of a number of main ideas drawn from books, articles, essays, and other materials which be given as handouts and used to demonstrate the themes of the course (see below).
2. Map work; and, Internet materials will also be utilized.
3. Readings will be drawn from:

A. Books (selections from); articles etc.:

John Blum, et al., The National Experience

A. Craig, Heritage of World Civilizations

J. Diamond, Guns, Germs and Steel

Gavin Menzies, 1421: The Year China Discovered America

Howard Zinn, A People's History of the United States

Howard Zinn, Voices of a People's History

Thomas Paine, Common Sense

William Appleman Williams, "*Expansion, Continental & Overseas*"

B. *Films/Documentaries:*

- Citizen Kane
- The Making of Citizen Kane
- The Grapes of Wrath
- Casablanca
- Gone With the Wind
- Dances With Wolves
- Treasure of the Sierra Madre

C. *Others:*

Film clips from BBC, CNN, PBS, Discovery Channel, National Geographic etc.

Class Schedule and Reading Assignments

1 st class	Getting Started; Introductions <i>Readings: J. Diamond, <u>Guns, Germs and Steel</u> handout</i>
2 nd class	Overview of the Geography of North America and Introduction to its Native Inhabitants; Begin Map Work <i>Project: (map project handout)</i>
3 rd class	Who “discovered” North America—Columbus, the Chinese, or Vikings? The clash between Discoverers and Native Inhabitants. <i>Reading: G. Menzies, <u>1421</u> handout; selection from J. Blum, <u>The National Experience</u>; J. Noble Wilford Review of Gavin Menzies, <u>1421</u></i>
4 th class	The Spanish in North America: The Early Years <i>Reading: J. Blum, Handout; “Establishment of Spanish Empire in America Handouts”</i>
5 th class	<i>Movie: “Treasure of the Sierra Madre”</i> <i>Readings: Internet Assignment</i>
6 th class	The French in North America and Early Canada <i>Readings: Internet Assignment</i>
7 th class	The British in North America <i>Readings: Internet Assignment</i>
8 th class	U.S. Independence

9 th class	<p><i>Readings: T. Paine, "Common Sense"; Internet Assignment</i></p> <p>The Articles of Confederation, Constitutional Convention of 1787</p> <p><i>Readings: Internet Assignment</i></p>
10 th class	<p>The Experience of Blacks, Slavery, the American Civil War</p> <p><i>Readings: Internet Assignment; handout from H. Zinn, <u>A People's History of the United States</u></i></p>
11 th class	<p><i>Movie: "Gone with the Wind"</i></p> <p><i>Readings: Internet Assignment</i></p>
12 th class	<p>The Experience of Women In North America.</p> <p><i>Readings: Internet Assignment</i></p>
13 th class	<p>The Experience of Asians in North America</p> <p><i>Readings: Internet Assignment</i></p>
14 th class	<p>The Experience of Native Americans in North America</p> <p><i>Readings: Howard Zinn, "As Long as Grass or Water Runs" handout</i></p>
15 th class	<p>The Experience of European Immigrants in North America</p> <p><i>Readings: H. Blum, "The Immigrant and the City" handout</i></p>
16 th class	Mid-term Examination
17 th class	<p>Manifest Destiny and Empire: U.S. Expansion</p> <p><i>Readings: William Appleman Williams "Expansion, Continental & Overseas" handout</i></p>
18 th class	<p><i>Movie: "Dances With Wolves"</i></p> <p><i>Readings: Internet Assignment</i></p>
19 th class	<p>The Making of Citizen Kane</p> <p><i>Readings: Internet Assignment</i></p>
20 th class	<p><i>Movie: "Citizen Kane"</i></p> <p><i>Readings: Internet Assignment</i></p> <p><i>Including N.Y. Times review of Citizen Kane</i></p>
21 st class	<p>North America and 'World War I</p> <p><i>Readings: Internet Assignment</i></p>
22 nd class	<p>The Great Depression and the Period Between the Wars</p> <p><i>Readings: Internet Assignment</i></p>
23 rd class	<p><i>Movie: "The Grapes of Wrath"</i></p> <p><i>Readings: Internet Assignment</i></p>
24 th class	<p>World War II and Japanese Internment</p> <p><i>Readings: F. Korematsu handouts</i></p>

25 th class	<i>Movie: "Casablanca"</i> <i>Readings: Internet Assignment</i>
26 th class	Post World War II, The U.N., and Vietnam War <i>Readings: Internet Assignment</i>
27 th class	The Issue of Poverty in North America <i>Readings: Internet Assignment</i>
28 th class	Border Issues and <i>Movie: "Touch of Evil"</i> <i>Readings: Internet Assignment</i>
29 th class	Review
30 th class	Final Examination

PHI 150 INTRODUCTION TO PHILOSOPHY
(3 credit hours)

Professor : Dr. Don Nilson
Office : C-6
Semester : Fall, 2007

DESCRIPTION : The aim of philosophy is to seek better perspectives on, and greater understanding of, central human issues about our lives: what we know, what exists and what is valuable or worthwhile. These are sometimes called *the basic questions of human life*. In this course we will explore some areas of philosophy by investigating such questions as what the difference is between knowledge and mere opinion, what freedom is, what a mind is and whether we can show any moral rules to be surely true, and required of any rational person. We will ask : *what does philosophy have to do with global issues today ?* [Example : What is the relationship between current ecological problems and philosophy ?] We will learn about traditional answers to these various questions by studying original works by (ancient and recent) philosophers, mostly from the Western tradition, but also from other traditions as well. But we are only interested in these great thinkers in order to be better informed about the *options on how to effectively lead a good life and to help us in developing our own deeper understanding and individual philosophical points of view*.

OBJECTIVES : In this course students will develop an appreciation and understanding of what some of the central problems of philosophy are, how certain philosophers have answered these questions and you will take steps toward clarifying your own answers to these questions . During this course :

- You will develop careful, thorough and precise ways of reading and listening to philosophical works. (These are general techniques that you will find apply well to other fields as well, and so will help improve your general reading, studying and listening skills.)
- You will improve your logical and critical skills. You will come to see more deeply the different ways that people disagree about such matters as what ethical actions are wrong or what we truly know.
- You will learn about the basic areas or sub-fields within philosophy, the kinds of questions that arise in each area, as well as the importance of reasoning, experience and feeling for each area.
Specifically, you will become acquainted with some of the basic approaches taken to the area of philosophy called *ethics*, and see how this subject can be applied to contemporary problems. You will see, for example, how working for an international organization or being an international business-person involves philosophical thinking and problem-solving.
- You will study some famous works by, and learn key ideas of, Plato, Descartes,

and also certain more recent or living philosophers. You will learn about certain styles of thought in philosophy, such as rationalism, empiricism, pragmatism and existentialism.

- You will come to see how the study of philosophy can enrich your understanding of other cultures and parts of our common culture (such as literature, art, and religion) and you will find that this understanding can inform and enhance the way you live.

STUDY MATERIALS:

1. Recommended book : Arne Naess – Life’s Philosophy. Reason & Feeling in a Deeper World. (Athens & London : University of Georgia Press, 2002.)
2. Selected readings in philosophy will be made available throughout the course.
3. We will use some *audio recordings* of philosophers speaking about such recent issues as : how to question or explain “war” and “terrorism”, the importance of philosophy for understanding the environmental crisis which we face and so on. You will transcribe selections from these recordings in order to develop your skills in listening to spoken text in philosophy. You will have help and advice in doing this. We will also view and discuss some *films* and *video* material.
4. We will use some on-line resources in philosophy , such as the *Stanford Encyclopedia of Philosophy* at Stanford University: <http://plato.stanford.edu/>

ASSESSMENT : (Evaluation and Grading)

Evaluation will be made on the basis of exams, 2 short papers, homework, class participation and presentations. These are:

- 1) Exams: There will be a mid-semester exam and a final exam consisting of multiple choice, short-answer and short essay questions. The mid-term exam counts as 20% of the final grade, and the final exam counts for 20%, but may count more if you do especially well on the final exam. Fundamentally, the final exam will function to allow you to improve your final grade .
- 2) Papers : Students will write two short, critically and logically structured papers. Detailed instructions will be provided separately. Papers will count 15% each and papers *must be* turned in on time.
- 3) Homework, Class Participation and Presentations: You are expected to do all readings on time and all assigned homework on time . You are expected to fully participate in class and to be prepared for each class and especially for in-class discussions or presentations that you will do. Together these parts of the course will count for 30% of your grade.

PREPARATION : This is a course for beginners : no prior background or courses in philosophy are required. A sincere interest is expected in thinking about and discussing, such important topics as what we can know and what makes life worth living.

POLICIES :

Attendance and participation : All students are expected to attend and participate in all classes and complete all assigned work for the course on time.

Plagiarism or cheating : In accord with AIU policies and good practices in higher education, plagiarism or cheating on a paper, examination, test, or other assignment will result in the failure on that assignment as a minimum. Cases of plagiarism or cheating will be reported to the Dean of Academic Affairs for relevant action.

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 or ideas as long as you give the person or source proper credit. If you have doubts or questions about how to give credit to someone else in your own writing, please check with the course instructor or EAP faculty.

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

CLASS ACTIVITIES / CLASS FORMAT – Lecture / discussion is the main format of the class, however we will also use a few videos (we will view and discuss two films in this course, including *The Matrix*). We will be using some audio listening assignments in this course, as well as including some student presentations on selected themes. These presentations involve group work and are usually a particularly enjoyable part of the course. Another enjoyable part of the course is the opportunity to listen to and meet a guest speaker who, in some way, uses or explores philosophy or spiritual themes in their professional work. Visitor-speakers to the class in the past have included a famous musical composer and a gifted writer - photographer. Through these meetings we explore the relation of philosophy to the arts, ideas about creativity, and the value of philosophical thinking.

SCHEDULE :

TOPICS BY WEEK OF SEMESTER

1. Introduction. What is philosophy? What are the parts or branches of philosophy? The importance of logic and argument in philosophy. What is a “worldview”? How language influences our knowledge, understanding and ways of perceiving. Relation of philosophy to other subjects, such as science, religion, history, law, and so on.

2. Applying philosophy today . I. - Philosophy & ecology -

Ethics : Do we have any duties to preserve the natural environment? Environmental philosophy.

Applying philosophy today . II – Philosophy & consciousness -

Metaphysics & Theory of Knowledge : How do we know that other people we meet are conscious in the same way that we find ourselves to be conscious beings with particular psychological characteristics, feelings and so on? What consciousness do other animals (like dogs or apes or bees) have ? As we get older and older we gain more and more knowledge. How does our knowledge grow?

3. Key Concepts of Ethics. What basis does our sense of right and wrong (our ideas about morals or ethics) have? Do our decisions about what is right or wrong have any basis or foundation? Ethical relativism vs. Ethical objectivism.

Video & discussion : Academy Award – winning documentary by former U.S. Vice Pres.,
Al Gore : *An Inconvenient Truth – A Global Warning* (2006)

4. Philosophy and the Environment.

Video & discussion: Documentary on the Norwegian philosopher of ecology, Arne Naess (1992)

5. Moral Problems : I. Human rights. What is “the Universal Declaration of Human Rights” ?

II. The World’s Poor : Poverty, Famine, & Injustice.

6. The Moral Problem of Famine Relief / Utilitarian or Rule-based Ethics / Ethics & compassion.

7. Knowledge I. Can we define *knowledge* ? / Plato on knowledge. Plato’s “Myth of the Cave”

Knowledge II. Descartes and the search for foundations of knowledge.

8. Knowledge III. Rationalism & Empiricism – Leibnitz vs. Hume / Mid-term Exam

9. Knowledge IV. Plato, Descartes and Themes in the Film “The Matrix”

Video & discussion : “The Matrix” (1999)

Descartes on knowledge and the existence of God. Problems in Descartes’ philosophy. Spinoza’s alternative vision for philosophy. The relation of reason & emotion. Joy in Spinoza .

9. Are the choice we make *free choices* ? Science, human freedom & determinism.

10. Existentialism & freedom. / Freedom & responsibility / When is punishment justified ?

11. Mill’s *On Liberty* - The limits of freedom. / The importance of trust in our lives./ Trust & freedom.
What does it mean to have self-trust ? Why this is important.

12. Trust & human relationships / Trust & love. / Trust & business

Liberty, trust and the idea of an “Open Society”

13. Art & the Imagination . What is art ? What is a creative person ? Creativity & business.

Creativity & understanding other cultures.

* class discussion : short story by J.-L.Borges

* class visitor : presentation on philosophy & music

* listening assignment

14. War, Terrorism & Violence

Listening assignment on “War, Terrorism...” / In-class presentations.

15. Further developing your own personal philosophy. / Summary & review. Final Exam

PLS280 Political System of the U.S. (3 credit hours)

(Fall 2007, Takeshi Akiba)

Course descriptions

This course is an introduction to the political system of the United States. It will introduce the student to 1) the roles of various political institutions (Congress, President, and the Court) and their relationship with each other, as well as 2) the political dynamics that influence the functions of each. For example, how is public opinion reflected in the process? How are members of Congress chosen in reality? What is the role of the media? The course will also touch upon 3) human factors that influence the political process, such as race, gender, and socio-economic class.

PLS 310: U.S. Political Thought (3 credit hours)

Course descriptions:

This course will examine American political thought from the viewpoint of Alexis de Tocqueville, a French aristocrat who made a nine-month journey through America in 1831 and wrote *Democracy in America*. This insightful work has become one of the most influential political texts ever written on the United States. *Democracy in America* is a classic analysis of early America's unique political character, often quoted by politicians and perennially popping up on history professor's reading lists. Through a careful study of this penetrating study of early American politics, students will be able to gain an understanding of early American politics.

Course Objectives:

1. Students will become more familiar with some of the content and method of early American political thought.
2. Students will acquire a better understanding of the origins of American democracy
3. Students will develop a better understanding of the unique aspects of American democracy.

PLS320 U.S. Congress (3 credit hours)

(Fall 2007, Takeshi Akiba)

Course descriptions

This course will examine the role and the workings of U.S. Congress. Congress is an institution where basic policy debates for the entire nation takes place and where the outcomes of these debates are institutionalized in the form of law. We will study in particular 1) the characteristics and roles of various actors within Congress, 2) the process of policy-debate and the enactment of laws, and 3) the relationship of Congress with the public and with other government institutions such as the President, the U.S. Supreme Court, and state governments. Towards the end of the semester, this course will feature role-playing simulations, where students will learn the process of law-making through structured simulation with assigned roles.

PLS 350: Diplomatic History of the United States (3 credit hours)

Fall Term

Instructor: Itsuki Kurashina

Office: C-17

Office Telephone: 018 (886) 5990

E-mail: ikurashina@aiu.ac.jp

Course Goals

This course has three primary goals:

1. Provide basic information about the US development to the only superpower in the current world.
2. Improve students' ability to analyze historical documents regarding US foreign relations and to present their analysis in English.
3. Explain what students have learned about the history of US foreign relations and assess their understanding in comparison with other historians' arguments.

Course Description

This course will survey the historical development of US foreign relations since the end of the 19th century. The binding theme will be continuity and change in US foreign policy, past and present. We will analyze key foreign policy periods, issues and events in the context of international relations and major U.S. domestic political, economic, and social variables.

Classroom Activities

Basic information will be provided during lectures. Students will be expected to submit three papers analyzing historical documents specified by the lecturer, and to write a final paper based on the lectures and additional reading from the reading materials below.

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 two, 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.

Final Paper 40%: Students are expected to compare their understanding of the US foreign relations based on the lectures with one or more suggested materials provided in the list below. They are expected to examine their understanding critically. The final paper should be around five, double-spaced, A4 papers.

Course Materials

[To be determined]

Course Schedule

1. **Course Introduction**
2. **Traditional US Foreign Relations – Isolationism and Continentalism**
3. **The Spanish-American War and Its Implications**
4. **Theodore Roosevelt & Woodrow Wilson**
5. **World War I**
6. **US and World War I**
7. **New Images of the 1920s**
8. **The Great Depression and Its Impacts**
9. **Growing International Tensions**
10. **World War II and the US**
11. **US Designs for the Post-WWII World**
12. **Clashes of Interest in Europe**
13. **Clashes of Interest in Other Parts of the World**
14. **Cold War in Europe**
15. **Cold War in Asia**
16. **Relative Stability of the Cold War**
17. **Emergence of the Third World**
18. **US Policy against the Third World**
19. **Vietnam War**
20. **Détente by the United States**
21. **Détente by European Countries**
22. **Collapse of Détente**
23. **Beginning of the Second Cold War**
24. **Growing Tensions in the 1980s**
25. **Soviet Changes and US Responses**
26. **End of the Cold War – US-Soviet Relations**
27. **End of the Cold War – Eastern Europe**
28. **Emerging a New World?**