

PLS 360 Japanese Foreign Policy Toward the United States (3 credit hours)

Term:

Instructor: Michio Katsumata

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Course Goals

The course trains students to:

1. learn the fundamental characteristics of the Japanese political decision-making process;
2. research selected topics about bilateral political, economic, social and cultural issues, and
3. develop analytical skills and critical thinking through presentations and writing about these issues.

Course Description

The course concentrates on Japan's foreign policy toward the U.S. after the World War II. This is done to assess why the relationship is called "the most important bilateral relations in the world." Students are also required to develop their ideas about the role and identity of Japan in Asia and in the world in the 21st century. Key players in the making and implementation of Japan's foreign policy and the reasons for their roles in these processes are examined. Also discussed is Japan's political culture in its historical context with some attention given to an historical perspectives of Japan-U.S. relations.

Classroom Activities

Basic information will be provided during lectures, but students will also be expected to participate in discussions of the topics raised in the class. The class topics are for mainly case studies and each student will make at least two short presentations on assigned topics.

Prerequisite

None, but basic knowledge of modern history of Japan and U.S. would be helpful.

Evaluation

Class attendance and participation 40% : Participation includes frequent discussions and individual presentations. Each presentation will be about 5-10 minutes.

Essay on Senator Fulbright's biography 10%: Katsumata Michio, editor, *Against the Arrogance of Power: My Personal History*. Tokyo: Nihon Keizai Shimbunsha, 1991.

This book is available in hardcover edition in both Japanese and English, and paperback in Japanese with additional chapter and extensive introduction by Katsumata in 2002) offers a good summary of American foreign policy from the start of the World War II to the Gulf War in 1990s. AIU students, in particular, should know how the Fulbright's study abroad program was established with his personal experience and his expectations. The essay assignment is meant to encourage both Japanese and international students at AIU to develop his/her personal view of Fulbright's legacy and his influence over

Japan-U.S. relations.

Midterm report 20% : Report should be on any topic discussed in the class with the length of 3 pages with notes to show citation from recommended books..

Final report 30% : Report should be on any topic discussed in the class during the second half of the semester with the length of 4 pages with notes.

Course Materials

There is no textbook which the class will closely follow, and students are expected to read many recommended materials such as some sections of books, copies of magazine and newspaper articles, governmental documents available through internet, most of which will be notified and /or offered during the classes. The Japanese and world chronologies and map book(s) are indispensable. The most highly recommended is: Kota Kodama ed., *Standard Chronology of Japanese History*. Tokyo: *Yoshikawa Kobunkan*, 2006 (児玉幸多編『標準日本史年表』吉川弘文館). There is a list of recommended books (about 40 in Japanese and 20 in English) available at the library and the instructor's office. Students are expected to read at least 4 or 5 books of these books to write their reports.

Class Schedule (1 class: 90minutes)

1. Introduction

Why does Japan think its U.S. relations so important?
Overview of Japan-US relations from 1850s to 2006
About recommendable books and materials

2. Japan's Self-image and World View

What is "Japan" to Japanese people?
The Japanese image of the world; its psychological map
Placing US in Japan's 2000 year history

3. Who are the Foreign Policy Makers?

Diplomats or politicians?
Increased power of prime minister under Koizumi administration
Role of ruling party: LDP since 1955

4. Political Parties and Politicians

Role of LDP's Policy Research Council: Seedbed of Zoku (tribe)-giin
Positioning of political parties
Komeito as casting voter

5. Ministry of Foreign Affairs (MOFA)

Diplomatic experts? Lack of intelligence work?
Ambassador: Representing the nation but powerless in domestic politics
and forced by players in diplomatic negotiations

6. **Bureaucrats Still Real Policy Makers**
 Strong bureaucratic system developed since Edo period
 Turf wars and status order among ministries
 Career's pride and prejudice
7. **"The Iron Triangle": Power Source of Bureaucrats**
 Close relationships among bureaucrats-politicians-industrialists
Amakudari"(Descent from heaven) as mediator
 "Economy first, politics second": Economic policy over diplomacy
8. **Dismantling "The Iron Triangle"**
 Big wave of globalization, deregulation, liberalization
 Money scandals and corruption) disclosed and exposed (*dango*)
 Smart function of public (special) corporations
9. **Japan-U.S. Confrontation--Overture**
 From "Black Ship" to Pearl Harbor and Atomic bomb
 Perception gap between the two nations
 Cycle of honeymoon and war periods
10. **U.S. Dominance over Japan—Occupation Era**
 Unconditional surrender and Peace Constitution imposed?
 Democratization and the threat of Cold War
 Police Reserve prompted by GHQ in 1950
11. **Japan-U.S. Security Treaty**
 Yoshida doctrine: "America first"
 1951 San Francisco peace treaty
 1960 Japan-US security treaty revised: mass demonstrations
12. **Self Defense Forces (SDF)**
 1954 SDF law enacted: "Not a military force"
 Building up under the US pressure
 Peace keeping operation in 1990s to 2000s
13. **Negotiations in 1960s**
 Prime Minister Sato: Okinawa's return
 Three principles for non-nuclear arms
 Textile trade issue
14. **Negotiations in 1970s**
 "Nixon Shock" and "Oil Shock"
 Prime Minister (PM) Tanaka to normalize the relations with China

PM Fukuda to start Japan-US summit meeting

15. Negotiations in 1980s

PM Nakasone: Ron-Yasu relations

SII (Structural Impediment Initiative) and Maekawa report

Bubble economy: Buying into America

16. Negotiations in 1990s

Japan's "bubble economy" bursts

"Lost decade": slow restructuring

From "Japan-bashing" to "Japan passing and Japan nothing"

17. Alliance in 2000s

PM Koizumi: faithful follower of the US

Stronger commitment to Peace Keeping Force (PKF): Afghan War and Iraq War

Energy (oil) diplomacy deteriorated

18. The China Problem since the Mid Nineteenth Century

Japanese view of China: superiority and inferiority complex

American view of China: peasants to rivals

China, Japan and U.S Triangle: Competitors

19. Japan-China-US: The New Tri-polar Relationship

Love and hate relationships among the three nations

China's emerging economic and military power

China's strategy, US strategy and Japan's Lack of a Strategy

20. The Korean Problem

South Korea: friend and foe

North Korea: Missile crisis and abduction cases

Historical perspectives on Korean peninsula

21. Emerging New Nationalism

From right-wing mobsters to young generations

Toward "closed society," not to "open society"

"Militarism" questioned by surrounding nations

22. Japan and the United Nations

Birth of U.N. based on the lessons from League of Nations

From war, economic plan, health, education and culture

Japan in the secondary position

23. Can Japan be a Member of UN Security Council?

Under the UN reform plan

Who will likely support Japan?

How far can SDF work out for PKO and anti-terrorism?

24. Japan's New Identity

“Japan in Asia,” or “Japan vs. Asia”?

Economic power continues with new rivals?

“Ordinary global power” can be achieved?

25. Can the Japan-US Strategic Alliance Continue?

An equal partnership?

Perspectives on revision of peace constitution and security treaty

New era after Koizumi and Bush: still unclear

PLS 370: Chinese Politics, Thought and Law (3 credit hours)

Course Goals

This course will prepare students to pursue higher-level studies in Chinese political science, political economy, and law. It will be particularly beneficial to students who intend to spend one academic year in the greater China region. Students will acquire an adequate acquaintance with ancient and modern Chinese thought and institutions.

Course Description

The basic theories and practice of modernization in the past century of Chinese politics, philosophy and legal system will be the subject of this upper level lecture course. Central topics will be the essence of “dynastic” or autocratic politics, and the beginning of China’s modernization since the late Qing Dynasty (1644-1911). The Chinese Communist Party’s alteration of China’s political tradition and government structure before and since 1949 will be analyzed, particularly during the administrations of the prominent leaders Mao Zedong, Deng Xiaoping, Jiang Zemin and Hu Jintao. Also to be studied are the origins of the Chinese concept of law, its “legal modernization” and statutes passed in the past two decades. Comparisons will be made between the China’s tradition and comparative views in the Western tradition.

Class Activities

Apart from lectures, relevant videos will be shown to illustrate the tortuous path of Chinese modernization as well as the life histories and ideas of famous modernizers. Discussion and debates among students will be held.

Course materials

Chapters and materials from the following texts will be prescribed for reading/reference. The instructor will also provide supplementary class notes.

John Fairbank & Albert Feuerwerker ed. **The Cambridge History of China, Vol 12 & Vol 13** (Cambridge, U.K.: Cambridge, 1978)

Jonathan Spence, *The Search for Modern China* (New York: W W Norton, 2001)

Orville Schell & David Shambaugh, ed. *The China Reader* (New York: Vintage, 1998)

Tu Wei-ming, ed. *China in Transformation* (Cambridge, Mass: Harvard University Press, 1994)

John K. Fairbank, *The United States and China (Revised Edition)* (Cambridge, Mass: Harvard University Press, 1983)

Willy Wo-Lap Lam, *Chinese Politics in the Hu Jintao Era* (New York: M E Sharpe, 2006)

Evaluation

Two essays of about 2,000 words each (scholarly format); plus final examination.
Class participation will also be assessed.

Course schedule (week-by-week)

1. The background of China's modernization and Westernization since the mid-19th century: fermentation of new ideas and institutions in the late Qing Dynasty (1644-1911); thought and programs of reform leaders such as Zhang Zhidong, Kang Youwei and Liang Qichao, and comparisons with Japan's Meiji Restoration and reforms.
2. The birth of the Chinese Republic in 1911: the ideas and programs of Dr Sun Yat-sen, the "father" of modern Chinese politics: the May Fourth 1919 Intellectual Movement; China's links to the U.S. and Europe; and the introduction of both liberal-democratic and Marxist ideas into China.
3. The lure of Mao Zedong and his thought: Mao's unfulfilled promises about introducing limited federalism and democracy; the feudalist roots in Mao's theory and practice of governance, and the influence of Leninism and Stalinism on Mao's statecraft.
4. Dissent within the CCP up to early 1960s: the more liberal and pragmatic ideas and practice of senior cadres including Liu Shaoqi, Peng Dehuai and Deng Xiaoping, and the origins and after-effects of the Cultural Revolution (1966-1976).
5. Basic institutions and systems within the Communist party, government and army, 1949-1978 and early efforts in industrialization and modernization.
6. Institutions and systems within the party, government, and army after 1979: the gradual transformation of the Chinese economy, and the ideas behind China's relations with the West.
7. The rise of Deng Xiaoping and the genesis of his epoch-making reform and open-door policy: Deng's original ideas about economic and political reform; his views on Taiwan, and foreign relations, particular ties with the U.S., Japan and Europe.
8. Deng Xiaoping's contributions to the "socialist market economy with Chinese characteristics:" Deng's views of his contemporaries on political reform; limited introduction of Western ideas and institutions, and China's views on globalization.
9. "Thought liberation" under the CCP's two most liberal leaders: party general secretaries Hu Yaobang and Zhao Ziyang; reasons behind their downfall in respectively 1987 and 1989; the significance of the student movement of 1989 and the repercussions of the Tianamen Square massacre, and Zhao Ziyang's advocacy of limited Western-style political reform.

10. The era of Jiang Zemin (1989 to 2002): Jiang's major ideas of economic and political changes, efforts to bring "new classes" into the party, and his major forays into foreign policy; relations with the U.S. and Japan.

11. The current administration of Hu Jintao and Wen Jiabao: the Hu-Wen team's ideas about "scientific development," "rule by law," "constructing a socialist harmonious society," and Hu's concepts for modernizing the ideology and structure of the party.

12. The prospects for further political and institutional reform in the first decades of this century.

13. Chinese law and legal philosophy in the Qing Dynasty (1644-1911): Western legal concepts introduced by modernizers including Sun Yat-sen and Hu Shih; the Communist Party's concept of the law and legal reform, and the party's control over legislative and judicial institutions and processes.

14. The breakdown of legal institutions and practice during the early phase of Mao Zedong's rule that climaxed in the Cultural Revolution (1966-1976): Mao's largely utilitarian and anti-democratic ideas about the law, and legal reform under reformist party leaders including Deng Xiaoping, Hu Yaobang and Zhao Ziyang..

15. The practice of legal reform since Deng Xiaoping's reforms began in 1979: brief survey of major new laws introduced in the 1980s and 1990s; current leaders Hu Jintao and Wen Jiabao's views about legal modernization and "rule by law," and the future of the rule of law in China.

PLS 390 – Northeast Asian Politics and International Relations (3 credit hours)

Fall Term

Instructor: C. Kenneth Quinones, Ph.D., Office: A-02

Office Telephone: 5941

Email: ckquinones@aiu.ac.jp

Office Hours: M and W, 10:30 – 12 Noon, T and Th, 15:30 – 17:00 PM

Course Goals

The course's primary goals are:

1. Provide students the opportunity to apply their English language ability to read and express both in written essays and verbally express their views about issues crucial to world peace,
2. Improve their analytical and organizational skills by preparing oral presentations and a written paper in which they first define the key elements of a problem, examine the potential consequences of various options to deal with the problem, and explain their preference for one option over others.
3. Learn to engage in polite but assertive discussion and debate about controversial issues.
4. Develop a firm knowledge of the dynamics of international relations in Northeast Asia.

Course Description

The Korean Peninsula is the only place in the world where the interests of the world's superpowers (China, Japan, Russia and the United States) meet in one place. Further complicating this situation is Korea's division into two rival political camps: the Republic of Korea (ROK) in the south and the Democratic People's Republic of Korea (DPRK) in the north. Despite the Cold War's end elsewhere in the world, peace and stability in Northeast Asia remains fragile because of the two Koreas' uncomfortable co-existence, North Korea's intense distrust of the United States and Japan, the continuing competition between the superpowers. This course will examine in depth key issues centered on the Korean Peninsula and concerning Japan, China, Russia and the United States. We will define the problems and endeavor to propose solutions.

Classroom Activities

Basic information will be provided during lectures, but the emphasis will be on student presentations, discussions and debates about selected topics.

Prior Academic Preparation

None

Evaluation

Research Paper 40%: Studies will be required to write one research paper of 10 – 12 pages, A4 paper, typed, double spaced plus end notes. They are to select a problem in Northeast Asia, with the professor's approval, research and determine its key elements, define possible options for resolving the problem and explain their preference for a single option.

Class Presentations 40%: Students will be required to make two verbal presentations, each about 10 minutes long, to the class about a key issue they wish to research that involves two or more Northeast Asian nations. During the first presentation, they will

explain to the class their research topic, thesis and the research materials they intend to use. They will report to the class about what they learned during their research. Each presentation is to be accompanied by a short three page outline of the student's research topic plus a list of research references. Students will be graded according to their presentation's accuracy of information, clarity of English, and conciseness.

Class Participation 15%: Students will be expected to contribute regularly to class discussions and debates.

Professor's Discretion 5%: The professor reserves the right to determine whether a student's performance during the course merits additional credit at the end of the semester.

Some suggested research and presentation topics:

- What is the "Comfort Woman Issue" and has it been resolved?
- Can the Six Party Talks end North Korea's nuclear program?
- Why does North Korea want nuclear weapons?
- Why is Tokto or Takeshima Island such a problem between Japan and the two Koreas?
- Why do the Chinese and Korean governments oppose the Japanese Prime Minister's visits to Yasukuni Shrine? Should Japan stop the visits? If so, why? If not, why not?
- What could Japan achieve by imposing economic sanctions on North Korea?
- How would it be possible to resolve the Abduction Issue?
- Compare the "engagement" and "containment" strategies. Which strategy does President Bush prefer?
- What is causing friction in US-South Korea relations?

Course Materials

All students will be required to read: C Kenneth Quinones, *A Complete Idiot's Guide to Understanding North Korea* (Penguin Alpha Books). Additional reading materials will be made available in the library and distributed in class.

Class Schedule and Reading Assignments

SEPTEMBER

1. **Korea's Division and Northeast Asia's Future (lecture)**
Required: C. Kenneth Quinones, *Understanding North Korea*. Pp. 1 – 16. (16 pages).
Quinones, "Toward A Durable Peace in Northeast Asia," *International Journal of Unification Studies*, Vol. 12, No. 2, 2003, pp. 69-86. (17 pages).
Denny Roy, "China and the Korean Peninsula: Beijing's Pyongyang Problem and Seoul's Hope," *Asia-Pacific Center for Security Studies*, Vol. 3, No. 1, January 2004. (4 pages).
2. **U.S. World View**
3. **North Korea's World View**
4. **North Korea's Military Capabilities**
Quinones, *Understanding North Korea*. Pp. 245- 258, 289 - 304. (30 pages).

Quinones, "Reconciling Nuclear Standoff and Economic Short Falls," in: Young Whan Kihl and Hong Nack Kim, editors, *North Korea: The Politics of Regime Survival*. Pp.75-96. (21 pages) (See Library Reserve for Soc 360).

5. North Korea's Approach to the "US Imperialist" Problem (lecture)

Required: C. Kenneth Quinones, "The United States in North Korean Foreign Policy," in: Byung Chul Koh, editor, *North Korea and the World*. Seoul: Kyungnam University Press, 2005.

6. United States and the "Korean Problem:" Engagement or Containment? (lecture)

Required: C. Kenneth Quinones, "North Korea: from Containment to Engagement," in: Dae-sook Suh and Chae-jin Lee, *North Korea After Kim Il Sung*. London: Lynne Rienner Publishers, 1998. pp. 101-119. (18 pages).

Quinones, "Dualism in the Bush Administration's North Korea Policy," in: *Asian Perspective*, Vol. 27, No. 1, 2003, pp. 197-224. (27 pages)

Quinones, "The Second Korean Nuclear Crisis: Beyond Déjà Vu," *Gaiko Forum*. Fall 2003, pp. 32-39. (7 pages)

7. United States and the "Korean Problem," (Class discussion)

Quinones, *Understanding North Korea*. Pp. 331-342. (11 pages).

Quinones, "Dealing with Pyongyang – in Search of a More Effective Strategy," *International Journal of Korean Unification*, May 2005.

8. The Six Party Talks Dead (Class discussion continues)

9. South Korea's Cold War Approach to North Korea (Lecture)

Required: Quinones, *Understanding North Korea*. Pp. 217-230 and pp. 261-274. (26 pages).

Quinones, "South Korea's Approaches to North Korea: A Glacial Process," in Park Kyung-ae and Dal-choon Kim, *Korean Security Dynamics in Transition*. New York: Palgrave, 2001. pp. 19-48. (37 pages)

OCTOBER

10. South Korea's "Sunshine Diplomacy" (Lecture)

Park Jong-chul, "The Policy of Peace and Prosperity: Its Characteristics and Challenges," *The Korea Society Quarterly*, Vol. 4, No. 1, 2005. pp. 26-31, p. 66 (6 pages).

11. Kaesong Economic Zone (Lecture)

12. Comparison of the U.S. and South Korean Approaches to North Korea (Class discussion)

13. China's Approach to North Korea (Lecture)

Required: Quinones, *Understanding North Korea*. Pp. 203-216.

International Crisis Group, *China and North Korea: Comrades Forever?* Asia Report No. 112, 1 February 2006.

pp. 1-33 (33 pages).

Hui Zhang, "North Korean Denuclearization: A Chinese View of the Way Forward." *The Acronym Institute for Disarmament Diplomacy*, No. 82, Spring 2006. pp. 1-11 (11).

14. Russia's Approach to North Korea (Lecture)

Required: Quinones, *Understanding North Korea*.

Pp. 189-202 (13 pages).

Oleg Bagdemyan, "Russia's Viewpoint toward Peace Forum on the Korean Peninsula," Korea Institute for National Unification, *Online Series*, July 2006.

15. Student Presentations (about research topic)

16. Student Presentations (about research topic)

17. Student Presentations (about research topic)

18. Evaluation of presentations

NOVEMBER

19. United Nations Security Council Politics (Lecture)

20. UN Resolutions on North Korea (Lecture)

21. Will Sanctions Work? (Class Discussion).

22. Japan's Approach to North Korea (Lecture)

Required: Quinones, *Understanding North Korea*. Pp. 231-244.

Quinones, "Japan's Engagement of the Democratic People's Republic of Korea, 1990-2000," in: Joo (see Reserve list for Soc 360). pp. 71-106. (35 pages).

James Schoff, *Political Fences and Bad Neighbors – North Korea Policy Making in Japan and Implications for the United States*. Cambridge, MA: Institute for Foreign Policy Analysis, June 2006. (38 pages).

David Fouse, *Japan's Post-Cold War North Korea Policy: Hedging toward Autonomy?* Asia-Pacific Center for Security Studies Occasional Paper. February 2004. pp. 1-14. (14 pages).

Hong Nack Kim, *The Koizumi Government and the Politics of Normalizing Japanese-North Korean Relations*. Honolulu: East-West Center Working Papers. No. 14, February 2006.

23. US-Japan Alliance Today (Lecture)

Foreign Minister Aso Taro, "Working Together for A Stable and Prosperous East Asia," speech to the Center for Strategic and International Studies, Washington, D.C., May 3, 2006

Statement, "Japan-U.S. Summit Meeting," June 29, 2006.

24. Japan and China: Competitors or Adversaries (Discussion)

25. Japan and South Korea: Future Friends or Adversaries (Discussion)

26. Changing Balance of Power in North East Asia (Lecture)

Required: Quinones, *Understanding North Korea*. Pp. 331-342.

27. Options for Resolving the “Korean Problem” (Discussion)

DECEMBER

28. Student presentations (about research paper)

29. Student presentations (about research paper)

30. Student presentations (about research paper)

31. Research paper DUE.

| Comparative Politics (U. S., U. K. and Japan) | | | |
|---|--|----------------|---------------|
| Instructor: | Rei SHIRATORI | Office: | B-2 |
| Phone: | 018-886-5974 | E-mail | rei@aiu.ac.jp |
| Credits: | 3 | | |
| Style of Class: | Lecture/Seminar | | |
| Course Description: | | | |
| <p>In this course on “Comparative Politics” I shall examine systematically societal, cultural, institutional, and operational aspects of politics in three advanced countries: the United States, the United Kingdom, and Japan. By analyzing democratic governments of these three countries in a comparative way, we can understand flexibility and variety of modern democratic government. In the lectures I shall discuss such topics as (1) political institutions, (2) political process, (3) local government, (4) style of policy–decision, (5) political leaders, (6) political party and party system, (7) electoral system and election, (8) bureaucratic system, and (9) foreign policy. In the final week I would like to classify the styles of democracy and try to identify the fundamental principles of democratic government.</p> | | | |
| Course Objectives: | | | |
| <p>The objective of the course is to understand variety and flexibility of modern democratic government by analyzing, in a comparative way, the system and operation of three major democracies: the United States, the United Kingdom, and Japan. At the same time we would like to identify the fundamental principles of modern democratic government through comparison. This course also offers both Japanese and international students the valuable opportunity to look at politics of his/her own country in an objective way.</p> | | | |
| Course Materials: | <p>Text book</p> <p>To be announced</p> <p>Reference Books or Materials</p> <p>At the beginning of the course a list of reference books in the lectures will be distributed.</p> | | |
| Grading Methods: | <ol style="list-style-type: none"> 1. Mid–term examination at the end of first half (30%) 2. Final examination at the end of second half (30%) 3. One (or two) assigned essay(s) (20%) 4. Class attendance (10%) | | |

| Schedule: | | |
|------------------|-----------------------|--|
| | 1 st Week | Introduction: What is 'Comparative Politics' |
| | 2 nd Week | Social Structure and geo-political situation |
| | 3 rd Week | Historical background |
| | 4 th Week | Political culture |
| | 5 th Week | Political system (1): Constitution and head of state |
| | 6 th Week | Political system (2): The legislature |
| | 7 th Week | Political system (3): The executive |
| | 8 th Week | Mid-term Examination |
| | 9 th Week | Economic system and class structure |
| | 10 th Week | Party and party system (1): Political party |
| | 11 th Week | Party and party system (2): Party system |
| | 12 th Week | Electoral system and election |
| | 13 th Week | Foreign policy: Internationalism, isolationism and colonialism |
| | 14 th Week | Style of democracy: Consensus democracy vs. majority democracy |
| | 15 th Week | Final Examination |
| Note: | | |
| None | | |

RUS110 Russian Language I /ロシア語 I (2 credit hours)

<概要>

ロシア語は、ロシア連邦だけでなく、旧ソビエト連合：中央アジアやコーカサスといった地域にて、様々な人々の共通語として、実際に使用されている。学生は、毎日集中して根気強くロシア語を学習しなければならない。それは、ロシア語は、数多くの不規則な形式を持ち、暗記が必要な事柄が数多くあるからである。さらに、ロシア語は、瞬時に文法的に理解できなければ、単純なセンテンスでさえも理解することが難しい言語であることをはっきりと言わなければならない。しかしながら、困難の結果として、学生は流暢さに磨きがかかれば、大きな満足感を体験することができる。講義では、英語や他言語と比較し、ロシア語の音声と文法的事象を解説する。

(注意：講義は英語にて行います。)

RUS200 RUSSIAN LANGUAGE 2 (2 credit hours)

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

COURSE DESCRIPTION

The course is the continuation of the Russian Language program with a special focus on conversational skills. It introduces advanced grammar constructions in the context of helpful topics based on everyday life experience. It also offers intensive training in crucial issues of communication, familiarizing students with Russian traditions and customs and explaining the basics of modern popular culture.

COURSE OBJECTIVES

1. To develop sufficient Russian language grammar proficiency.
2. To increase students' listening abilities.
3. To develop oral communication skills.

STUDY MATERIALS

RUSSIAN – Complete Course Book (with 3 CD)

(A Random House Company, Living Language series), 2005.

CLASS SCHEDULE

1. Cardinal Numbers. - Declension of Numerals. - Quiz
2. Ordinal Numbers and their Characteristics. – Word Study.
3. Numbers in Context. – Telling Time. - Quiz
4. Comparative of Adjectives. – Superlative of Adjectives - Likes and Dislikes.
5. Predicative Form of Adjectives. – Negatives. – Asking Directions.
6. Verses: Perfective and Imperfective Aspects. – The Future Tense. – Small Talk.
7. The Personal Pronouns. – Topic “Meeting a Friend in Moscow”.
8. Perfective Verbs with Different Roots. - Topic “Shopping”.
9. Verbs of Motion. – Topics “Hotel” and “My Apartment”.
10. Conjugation of Specific Verbs. – Topic “Restaurant”.
11. Use of Perfective and Imperfective Verbs. – Topic “Daily Activities”.

12. Specific Introductions. – Topic “In Case of Illness”.
13. Subjunctive and Conditional Moods. – Topic “Theatre”.
14. Peculiarities of Modern Conversational Russian. – Topic “Telephone Calls”.
15. Peculiarities of Modern Conversational Russian. – Topic “At the Station”.
16. Peculiarities of Modern Conversational Russian. – Topic “Mass Media”.
17. Peculiarities of Modern Conversational Russian. – Topic “At the Post Office”.
18. Peculiarities of Modern Conversational Russian. – Topic “Meeting an Old Friend”.
19. The Imperative Mood. – Topic “Lost and Found”.
20. Use of the Specific Particles. – Topic “A Gift for a Friend”.
21. Use of Specific Prefixes. – Topic “Colleagues”.
22. Use of Specific Affixes. – Topic “At the Museum”.
23. Use of Gerund. – Topic “Problems of the Planet”.
24. Final Examination

SOC 180: SOCIOLOGY (3 hour credits)

Instructors Name: John Gulick

Office: C8

E-mail: jgulick@aiu.ac.jp

Office hours: TBA

Semesters: Spring, Fall

Course Description

This course introduces students to sociology, the systematic study of patterned human behavior. Students are provided with a survey of the leading theoretical frameworks and analytic concepts of the discipline; accordingly, they are furnished with a basic sense of what questions sociologists typically address and the trademark manner in which sociologists do so.

The relevance of sociology in the Twenty-first Century depends on the ability of the discipline to offer its unique perspective on two phenomena increasingly shaping the fate of human groups all over the world: intensifying global interconnectedness and emerging environmental crises. More so than might normally be the case in an Introduction to Sociology course, then, this course will pay special attention to the global system as a unit of analysis in the sociological enterprise, to transnational subject matter, and to the social dynamics and consequences of human transformation of the natural environment.

Course Objectives

The course is geared toward equipping students to see and comprehend the world through a sociological lens – an outcome that is its own reward for anyone who values a liberal education and/or seeks to become a critical citizen of the world community. The course also stresses the acquisition and application of elementary sociological concepts, a must for students contemplating intermediate and advanced study in the social sciences in general and sociology in particular. Finally, the course specifically aims to sensitize students to the distinctive light that sociology might shed on the most monumental global issues of our time, as well as to the ways in which the discipline might be reformed to better accomplish this mission.

Study Materials

- Ferrante, Joan. 2006. *Sociology: A Global Perspective*. Sixth Edition. Thomson/Wadsworth.
- Other readings to be announced, placed on library reserve.

Assessment

On occasion, class time will be allocated to facilitated discussion of relevant issues. I will announce the nature of the discussion exercise in advance – it might focus on key passages in the assigned reading, on themes featured in documentary videos, on controversial issues

that came up in previous discussions, or something else – and I will expect students to come to class prepared to participate in said exercise. Participation in discussion will count toward 10% of the overall grade. Periodically contributing comments that reflect thoughtful engagement with course material will earn students full credit for participation.

There will be three in-class exams, including the final. The first will be worth 40% of the overall grade; the second and third will each be worth 25% of the overall grade.

Expected Academic Background

Lectures and assignments are pitched at a level where no prior exposure to college-grade courses in the social sciences is assumed.

Format and Activities

Class sessions will be comprised of a mixture of lectures, documentary screenings, large group discussions, and small group exercises.

Policies

Students will be e-mailed outlines of lecture notes. To ensure that students do not abuse the privilege of having on-line access to these outlines, attendance will be taken on a regular basis. A student's attendance record will be used to adjudicate cases in which his/her final grade rests on the boundary between a higher and a lower grade; in this type of situation, students with three or less unexcused absences will be given the benefit of the doubt.

Students should disable all cellular phones and other electronic and wireless gadgets before entering the classroom!

Schedule

Week I: Introduction to the course. The sociological imagination.

Reading: Ferrante, Chapter One.

Week II-III: Theoretical perspectives and methods of social research.

Reading: Ferrante, Chapter Two.

Week IV-V: Culture, social organization, and economics and politics.

Reading: Ferrante, Chapters Three, Six (skim), and Eleven (skim).

Documentary video: *The Golf War*.

Week VI-VII: Social interaction and the construction of reality.

Reading: Ferrante, Chapter Five.

Documentary videos: *The Persuaders*; *Constructing Public Opinion*; *Toxic Sludge is Good for You*.

In-class exam #1

Week VIII: Social stratification (and social class).

Reading: Ferrante, Chapter Eight.

Documentary video: *American Dream*.

Week IX-X: Race, ethnicity, and gender.

Reading: Ferrante, Chapters Nine and Ten.

In-class exam #2

Week XI-XII: Social change in an age of global interdependence.

Reading: Ferrante, Chapter Sixteen.

Documentary video: *The Fourth World War*.

Week XIII-XIV: The co-evolution of human society and the natural environment, peak oil, and anthropogenic climate change.

Reading: Richard Robbins, *Global Problems and the Culture of Capitalism*, Chapter Seven (on reserve).

Documentary videos: *Extreme Oil*; *The Power of Community – How Cuba Survived Peak Oil*; *Hot Planet, Cold Comfort*.

Week XV: Course review.

Final exam

SOC 350: Social Problems in the U.S. (3 credit hours)

Course Description:

This course will examine modern American social problems, drawing from a wide assortment of materials. Our discussion will include a variety of issues: the problems of American democracy; the separation of power; radical individualism; trivialized elections; the privileged position of business; inequality; and the national security system. This course emphasizes such critical political issues as the persistence of economic inequality despite the economic prosperity of the late 1990's; the Clinton scandals and the impeachment controversy; the impact of globalization on business; the role of soft money in the election campaigns of 1996, 1998 and 2000; the post-Cold War national security state; and the consequences of the Gulf War and the Kosovo interventions.

Course Objectives:

1. Students will develop an understanding and awareness of American social problems.
2. Students will be able to understand some of the relationship between social problems and democracy.
3. Students will understand some of the effects of democracy on American society.

SOC 360: Social Structure in Korea (3 credit hours)

Fall Term

Instructor: C. Kenneth Quinones, Ph.D, Office: A-02

Office Telephone: 5941 Email: ckquinones@aiu.ac.jp

Hours: M and W 10:30-Noon, T and Th 15:30 - 1700

Course Goals

The course has three primary goals.

1. Improve students' ability to use English to acquire new information and to express their personal views about a subject.
2. Research and assess different points of view regarding key issues involving Japan and both Koreas.
3. Explain in spoken and written English what students have learned about Korea and provide their personal assessment of controversial issues related to Korea.

Course Description

This introductory level course will introduce students to contemporary Korea, Japan's closest neighbor. We will explore both North and South Korea since their establishments in 1948, assess their differences and similarities, and the reasons behind these characteristics. Introductory level lectures will examine and compare the two Koreas' views of the outside world, values, social organization, political institutions, and educational and economic systems. Attention will also be given to how Koreans view Japan and the Japanese people, and how these views influence the two Koreas' foreign and economic policies toward Japan and China.

Classroom Activities

Basic information will be provided during lectures, but students will also be expected to engage frequently in discussions and debates, and to make two verbal presentations during class about designated topics.

Prerequisites: None

Evaluation:

Written Quizzes 50%: There will be three written examinations, to test student's ability to identify important persons, dates and issues. Students will be provided a list of key terms to study.

Class Presentations 40%: two verbal presentations, each about 10 minutes long, to the class about key developments in contemporary Korea. Each presentation is accompanied by a short, three page outline of the student's presentation. Students will be graded according to ACCC: accuracy of information, clarity of English, conciseness and comprehensiveness of a topic's coverage.

Professor's Discretion 10%: The professor reserves the right to determine whether a student's performance during the course merits additional credit at the end of the semester. Regular and active class attentions will be a major consideration.

Course Materials:

Textbook: **A Complete Idiot's Guide to Understanding North Korea (Penguin Alpha Books)**. Additional reading materials will be put on reserve in the library and/or distributed in class as listed below in the schedule of class meetings.

Class Schedule and Reading Assignments

SEPTEMBER

South Korea

1. **Course Introduction**
2. **Korea – North and South: People, Land, Resources and Problems**
Required: “Resource Endowments and Natural Condition,” in: Yang Sung chul, *The North and South Korean Political Systems – A Comparative Analysis*. Seoul: Hollym, 1999. pp. 563-578. (15 pages)
Required: C. Kenneth Quinones, *Understanding North Korea*. New York: Penguin Alpha Books, 2004. pp. 1-40. (40 pages)
3. **South Korea's Militarism: 1961- 1987**
Required: Donald MacDonald, “South Korea's Politics Since Liberation,” in: Donald Clark, *Korea Briefing, 1993*. Boulder, Co.: Westview Press, 1994. pp. 5-30 (25 pages)
4. **South Korea's Democratization: 1980 – 2002**
Required: Park Kyung-ae and Heng Lee, “Democratic Consolidation and Comparative Political Perspective on the 2002 Presidential Election in the ROK,” pp. 47-62, and;
Required: Daniel Inkston, “Major Issues in the 2002 ROK Presidential Election,” pp. 63 – 81; in: Alexandre Mansourov, editor, *A Turning Point: Democratic Consolidation in the ROK and Strategic Readjustment in the US-ROK Alliance*. Honolulu: Asia-Pacific Center for Security Studies, 2005. (33 pages)
5. **South Korea's Industrialization and Urbanization: 1960-2000**
Required: David C. Kang, “Neither Miracle nor Meltdown: Explaining the Historical Pattern of (South) Korean Government-Business Relations,” in: Seung Ho Joo and Tae Hwan Kwak, editors, *Korea in the 21st Century*. Huntington, N.Y.: Nova Science Publishers, 2001. pp 19-51. (30 pages)
6. **South Korea's Approach to North Korea**
Required: Quinones, pp. 217-227, 261-273. (23 pages)
Recommended: C. K. Quinones, “South Korea's Approaches to North Korea: A Glacial Process. In: Kyung-ae Park and Dalchong Kim, *Korean Security Dynamics in Transition*. New York: Palgrave, 2001. –19-48. (29 pages)
7. **South Korea's Globalization – 1972 – 2000 and Review**

OCTOBER

8. Possible Guest Lecturer
9. Holiday
10. **Quiz #1 South Korea Today**
Required: Young Whan Kihl, "The Past as Prologue: President Kim Dae Jung's Legacy and President Roh Moo-hyun's Policy Issues and Future Challenges," in: Mansourov, A Turning Point. Pp. 158-183. (25 pages)
11. **1st Student Presentations**
12. **1st Student Presentations**

North Korea

13. **North Korea's World View**
Required: Quinones, pp. 103-132. (29 pages)
14. **North Korea's Centralization and Collectivization Under *Juche***
Required: Quinones, pp. 133-174. (41 pages)
Required: Quinones, "Beyond Collapse: Continuity and Change in North Korea." *International Journal of Korean Unification Studies*. Vol. 11, No. 2, 2002, pp. 25-62. (37 pages)
15. Possible Guest Lecturer – North Korea and Theater Missile Defense

NOVEMBER

16. Guest Lecturer – US Policy toward North Korea
17. **North Korea's Industrialization**
Required: Quinones, pp. 175-188. (12 pages)
18. **North Korea's "Military First" Policy and Nuclear Deterrence Nuclear Capability**
Required: Quinones, pp. 275-304. (29 pages)
Required: Quinones, "Kim Jong Il's 'Strong and Great Nation' Campaign and the DPRK's Deterrence of the U.S. 'Imperialist Threat.'" In: Alexandre Mansourov, Bytes and Bullets: Information Technology Revolution and National Security on the Korean Peninsula. Honolulu: Asia-Pacific Center for Security Studies, 2005. pp. 276-298. (22 pages)
Required: Quinones, "Reconciling Nuclear Standoff and Economic Shortfalls," in: Young Whan Kihl and Hong Nack Kim, editors, *North Korea: The Politics of Regime Survival*. New York: M.E. Sharpe, 2006. pp. 75-96. (21 pages)
19. **North Korea's Succession Problem**
20. **Kim Il Sung and Kim Jong Il Compared**

21 **Quiz 2**

23 **Student Presentations**

DECEMBER

24 **2nd Student Presentations (continued)**

25 **The Two Koreas and the World**

Required: Quinones, pp. 245-258, 305-311. (19 pages)

Required: Quinones, "The United States in North Korean Foreign Policy," in: Byung Chul Koh, *North Korea and the World*. Seoul: Kyungnam University Press, 2005. pp. 91-131. (40 pages)

Required: Quinones, pp. 231-244, 312-316. (17 pages)

Required: Quinones, "Japan's Engagement of the Democratic People's Republic of Korea, 1990-2000," in: Joo (see above.) pp. 71-106. (35 pages)

26 **North and South Korea Compared and Review**

Recommended: Yang, "Economic Systems, Policies and Strategies," pp. 581-605, and, "Performance in Comparison," pp. 609-641. (32 pages)

27 **Review**

28 **Final Quiz**

SOC 390: Urban and Rural Development in China (3 credit hours)

Fall Term

Course Objectives

Students will acquire a firm grasp of conditions in China's cities, towns and villages which is indispensable to understand one of the world's fastest-developing nations. This introductory course will prepare students for higher-level courses and seminars in Chinese politics, sociology and economic development.

Course Description

China is undergoing unprecedented urbanization with about 300 million peasants expected to move to cities in the coming 15 to 20 years. The study of China's urban and rural development will provide insight into how China – with more than 1.3 billion people – is governed, and how city folk and peasants strive to improve their livelihood. This course will examine how cities and villages cope with the challenges of economic development as well as socio-political issues such as health, education, transportation, the environment and political participation. The frustrations and aspirations of workers and peasants will be examined along with related topics such as Chinese politics, economics, sociology, and population studies.

Class Activities

Apart from lectures, relevant videos will be shown to illustrate the development of important urban and rural areas such as the Greater Shanghai Region, the Pearl River Delta, as well as agricultural regions in the northeast, Henan, Sichuan and Xinjiang provinces. Discussion and debates among students will be held regularly.

Prior Academic Preparation

None

Evaluation

Two essays of about 2,000 words each (scholarly format); plus final examination. Class participation will also be assessed.

Course Materials

The instructor will give hand-outs to the class every week. Chapters and parts of the following textbooks (and assorted journal articles) will be prescribed for reading/reference.

Peter Hays Gries & Stanley Rosen, ed., *State and Society in 21st-Century China* (New York & London: Routledge Curzon, 2004).

Li Zhang, *Strangers in the City* (Stanford: Stanford University Press, 2001).

Xiao-yuan Dong, Shunfeng Song & Xiaobo Zhang, ed., *China's Agricultural Development: Challenges and Prospects* (New York: Ashgate Publishing, 2006).

Willy Wo-Lap Lam, *Chinese Politics in the Hu Jintao Era* (New York: M E Sharpe, 2006).

Course Schedule (week by week)

1. Introduction to core concepts of Chinese urban and rural development – and related topics such as the Chinese Communist Party government’s overall socio-economic and political policies toward residents in cities and the countryside.
2. Brief historical survey of developments of cities, towns and the countryside in the 20th century, particularly after the change of government in 1949: Chairman Mao Zedong’s policy of favoring the cities and forcing peasants to stay in rural areas; limited migration and social mobility, and the Soviet model in the development of big cities and industries.
3. Changes in the urban landscape and living conditions in the cities through the Cultural Revolution (1966-67) and in the era of reform from 1978 to the present: major aspirations of city residents, and the provision of social services including health, education, and social security; chances for political participation.
4. The Chinese city in the reform era: the side-effects of development such as polarization of rich and poor, rising crime rate, prostitution and AIDS. Focus on cities at the forefront of Chinese industrialization and modernization, and the major urban centers in the Yangtze River Delta and the Pearl River Delta such as Shanghai, Suzhou, Guangzhou and Shenzhen.
5. The future of Chinese cities: efforts to build cities that meet new leaders Hu Jintao and Wen Jiabao’s requirements about “putting people first” and seeking a balance between GDP growth on the one hand, and social welfare and social justice on the other; the problems of the environment and the destruction of heritage buildings in cities including Beijing, Tianjin and Shanghai and the campaign to build “spiritual civilization” in the cities.
6. Focus on the livelihood, challenges and aspirations of urban workers: discussion of related socio-political issues including labor rights, and party domination of trade unions, and the rise of the middle class and its aspirations.
7. “Mass incidents” and civil strife owing to unemployment and the forced eviction of residents of old buildings to make way for new high-rise properties: the phenomenon of sky-rocketing real-estate prices particularly along the rich eastern coast, and car ownership and traffic problems.
8. China’s “three-fold rural problems:” stability of agricultural production; diminution of arable land; and restive, sometimes even rebellious peasants; China’s 26 million destitute citizens are rural residents, and the growing gap between cities and villages.
9. Root causes of farmers’ discontents: heavy taxation/levies and multi-layered bureaucratic structure; Beijing’s refusal to allow the establishment of farmers’ organizations; peasants’ lack of representation in senior CCP and government organs, and efforts by the Hu Jintao administration to streamline the rural administrative structure and to improve the livelihood of farmers, e.g., the wholesale abolition of rural taxes.
10. Unemployment in the countryside and the issue of migrant workers, about 150

million of whom have found work in industrialized cities: discrimination suffered by migrant rural workers, and efforts to relax residency restriction and to move some 300 million peasants to newly created, medium-sized cities.

11. Efforts to build “new socialist villages” in the rest of the decade, and the dire living conditions in the countryside in areas of health, education, environment and so forth.

12. Ways to enrich China’s villages: improvement of crops and distribution systems; industrial and commercial activities on the farm; trends toward re-collectivization, etc.; the effects of China’s accession to WTO on urban and rural development and the impact of political reform on urban and rural development.

13. Comparison between urban and rural development in China on the one hand, and conditions in other developing countries such as India, Indonesia and Brazil on the other, and merits and demerits of the “China model.”

14. Summary and review of the more difficult concepts and issues.

15. Class projects/debates; discussion of outstanding topics.

| SPC 220: Intercultural Communication | | | |
|--|--|----------------|--------------------|
| Instructor: | Hiromi Maenaka | Office: | A-4 |
| Phone: | 018-886-5943 | E-mail | maenakah@aiu.ac.jp |
| Credits: | 3 | | |
| Style of Class: | Lecture /Activity | | |
| Course Description: | | | |
| <p>This course is to provide students with the basic concepts and understandings of communication between individuals who are unlike culturally. Intercultural communication is broadly defined in this course as communication between individuals who are unlike on the basis of national culture, ethnic group, gender, age, or other factors. Commonalities and differences in communication behavior across cultures are examined to find the culture-bound rules that govern communication behavior. The course will help students become more sensitive to intercultural communication differences, obtain the knowledge and skills for successful intercultural communication, and prepare themselves to meet the challenges of studying, working, and living in a world in which interaction with people who may not be culturally alike will be increasingly expected.</p> | | | |
| Course Objectives: | | | |
| <p>Upon completion of this course students will be able to (1) understand the nature, form, and function of culture; (2) recognize cultural variables that appear in communication; (3) identify and understand their own cultural identity and its impact on their behavior; (4) understand barriers to intercultural communication, adjustment to other culture, and culture shock; and (5) increase sensitivity, knowledge, and skills to promote effective intercultural interactions.</p> | | | |
| Course Materials: | <p>1. Textbook</p> <p style="padding-left: 40px;">Samovar Larry A. and Richard E.. Porter. Communication Between Cultures (5th ed.), Wardworth/Thomson</p> <p>2. Additional readings from Samovar, Larry A. and Richard E. Porter (2003) <i>Intercultural Communication: A Reader (10th Edition)</i>. Wadsworth., other books, and journals may be assigned.</p> | | |

| | | |
|---|--|---|
| Grading Methods: | 20% Examination 1 20% Examination 2 20% Examination 3 20% An Essay 20% Participation | |
| Schedule: | | |
| | 1 st Week | Orientation and Introduction |
| | 2 nd Week | Understanding Culture and Communication |
| | 3 rd Week | Cultural Patterns |
| | 4 th Week | Deep Structure of Culture: World View, Religion, Family and History |
| | 5 th Week | Language and Culture |
| | 6 th Week | Translation and Interpretation |
| | 7 th Week | Nonverbal Communication-1 |
| | 8 th Week | Nonverbal Communication-2 |
| | 9 th Week | Cultural Context: Business |
| | 10 th Week | Cultural Context: Education |
| | 11 th Week | Cultural Context: Health Care |
| | 12 th Week | Intercultural Challenges |
| | 13 th Week | Intercultural Competence |
| | 14 th Week | Intercultural Ethics |
| | 15 th Week | Review and Summary |
| Note: | | |
| <p>The class schedule may be altered depending on the need of students. Any change will be notified in advance.</p> | | |

TEC410 Industry and Technology/産業・技術論 (3 credit hours)

<概要>

本講義では、技術者へのマネジメント技術の提供から非技術系マネージャーへの技術系マネジメントのノウハウまで幅広く取り上げる。目的は多様であるが、企業を勝者とするための技術管理方法の提供が本講義の主要な目的となる。また、企業競争力を強化するR&D戦略にも焦点を当てる。さらに、公共部分での科学技術および新規事業立ち上げのための新生技術をマネジメントする方法を取り上げる。

(注意：講義は英語にて行います。)

TUR460 Tourism/ツーリズム論 (3 credit hours)

<概要>

この科目は、観光の定義、我が国及び世界の観光の歴史、役割、現状などの基礎部分に続いて、観光資源開発、観光政策、観光のマーケティング理論および方法論、観光のインフラ整備、交通・宿泊ホテルとの関連、地場産業と地域活性化の在り方、などの専門分野を学ぶ。殊に、現在、我が国が官民一体となり“観光立国”を志向している点に鑑み、その実現の為の理論的研究および具体的方法論の素案を策定する。更に、自然との調和・共生を通じての環境保護の立場から、エコ・ツーリズムおよびグリーン・ツーリズムをフィールド・スタディとして取り上げるものである。

(注意：講義は英語にて行います。)

UNI130 Career Design I / キャリア・デザイン I (2 credit hours)

<概要>

本講義では、人生におけるキャリア、次いでは退職後・引退後の人生の設計をいかに考え、目標を立て、そこに向かっていかに明るく健康に生きて行くかを考える。特に、国際交流・異文化間コミュニケーションの手段としての英語力の体得法、教養を深めるための勉強が永続きするためのユーモアの重要性について考察する。キャリアを途中で修正・変更するときの、心の柔軟性を保つためにもユーモアが肝要である。キャリア形成にむけて、事例中心・実証的に学生に刺激と方向付けを行う。

(注意：講義は英語にて行います。)