

ECN301 Financial Theories and Applications (ACT280 Financial Accounting)

This introductory course in corporate finance begins by introducing basic rules of accounting, GAAP, and preparation of financial statements – balance sheet, income statement, and statement of cash flow. Students learn how to analyze firms from the perspectives of profitability, efficiency, liquidity, and safety. Basic concepts from corporate finance will be introduced, including time value of money, financing decisions, and investment criteria.

Who Are You?
What Do You Want?



AN INTRODUCTION TO CULTURAL ANTHROPOLOGY

Dr. Darren Ashmore. Room A-16. Tel: 5955. Email: lupin3@aiu.ac.jp

DESCRIPTION: This course is designed to introduce students to the range of variation in the human cultural and social experience. In the process, the course will seek to broaden the student's perspectives, both spatially and temporally. Cultural Anthropology introduces the discipline of anthropology (and related fields of comparative sociology, human geography and history), then turns to ways in which human variation can be explored in an orderly and ethical manner.

OBJECTIVES: This course is designed to help students understand the cultural aspects of sociological study and arm them with a variety of analytical tools which can be used to assist their exploration of Japanese society both in their courses at Akita and in the country at large. To this end, the course will expose the students to both general anthropological issues and Japanese specific situations.

COURSE OBJECTIVES

Over the course of the program, student will:

- Develop an understanding of some of the more important aspects of Anthropology.
- Be able identify the different branches of the discipline and understand their purposes.
- Recognize the 'human factor' in any given society and your own place in that scheme.
- Recognize unique and borrowed cultural forms that are found in any given society.
- Appreciate human cultural properties.
- Understand the nature and purpose of culture in a human sense.

STUDY MATERIALS:

<Core Textbook>

Haviland, Prins, et al. Cultural Anthropology: The Human Challenge. New York: Thompson Wadworth, 2001.

<Reference books, sources of readings and other information>

Augé, Marc. A Sense for the Other: the Timeliness and Relevance of Anthropology. Stanford: Stanford University Press, 1998

Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing, 1997

Becker, Howard. S., with McCall, Michal, M. Eds. Symbolic Interaction and Cultural Studies. Chicago: Chicago University Press, 1990

Denzin, Norman K. Ed. Symbolic Interactionism and Cultural Studies: The Politics of Interpretation. Oxford: Blackwell, 1992

Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan, 1999

Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto, 1996

Ivy, Marilyn. Discourses of the Vanishing: Modernity, Phantasm, Japan. Chicago: University of Chicago Press, 1995

Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing, 1997

Robbins, Richard H. Cultural Anthropology: a Problem-based Approach. Itasca: F.E. Peacock Publishers, 1993

ASSESSMENT: Student achievement of the stated course objectives will be measured in terms of student performance in the following three areas: (1) essay (50%), (2) Attendance/participation (20%), and (3) weekly class participation (30%).

The essay will be of no more than 3,000 words in length, submitted no later than the end of session ten. Any of the following essay questions may be used, though anyone wishing to research a different issue may come to see me before the end of session three to agree upon a question.

1: Anthropology and Colonialism: Discuss how the work of early (western) cultural anthropologists was used by the Western powers to accommodate the conquest and control of large parts of the 'undeveloped' world.

2: Anthropology and the New Age: The modern expropriation of traditional cultural properties (Native American, Inuit, Ainu, Celtic etc.) by people/groups not directly associated (including seemingly well-meaning scholars) with them is slowly eroding the value of these traditions. Discuss.

3: Anthropology and the Dead: The case of Oetzi the Ice Man is a fascinating study, both of our early past and the ways in which 'facts' often become subordinated to perceptions. Examine the debate which still rages between Italian and Austrian anthropologists over the cultural ownership of Oetzi.

4: Anthropology of the Other: Remaining 'the professional stranger' in the field is very difficult. Discuss the pros and cons of participant observation in the field and offer your own observations.

5: Anthropology and Art: Compare the ultranationalist art of National Socialist Germany and Socialist Russia during the years 1939-1945. How did the propaganda artists of this period portray their masters' desires?

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, exercises carried out and group assignments for the seminars will be issued.

The Seminar will always take place on the Monday morning, to give you ample time to prepare after the previous Wednesday's lecture. As a consequence, the first session is likely to be a shortish one – as there will be relatively little to actually discuss.

However, discussion pods will be organized on the first day and it will be in these groups that lecture exercises and seminar work is carried out.

SCHEDULE:

<Week One: Session A>

Theme: Introduction: A History of Anthropology

Lecture: A brief introduction to the main body of Anthropological theory and the foundations upon which social/cultural studies are built.

Reading: Haviland, Prins, et al. Cultural Anthropology: The Human Challenge. New York: Thompson Wadworth, 2001. Chapter one.

<Week One: Session B>

Theme: Malinowski, the Trobriands and Diffusion.

Discussion: Looking at the principle of Diffusionism from the point-of-view of European and American scholars in the 19th century. We shall look at the political and social conditions in Western World and consider how these conditions informed the study of, so called, "primitive cultures" in places such as the Trobriands.

<Week Two: Session A>

Theme: The Characteristics of Culture

Lecture: Exploring the development of culture within the human framework and the ways in which it is interpreted by anthropologists.

Readings:

Haviland, Prins, et al. Cultural Anthropology: The Human Challenge. New York: Thompson Wadworth, 2001.

Chapter two

and

Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997.

<Week Two: Session B>

Theme: Who Pwns Culture?

Discussion: I want you to prepare a short presentation on an aspect of culture which is unique to your experience – of any sort property (theatres, ice-cream recipes, school activities, painting, local festivals, etc.) – and we shall examine the ways in which society shapes, and controls such things for the community.

<Week Three: Session A>

Theme: Who *Really* Pwnzzors Culture: The Social Person and the Emergence of Culture.

Lecture: Examining the culturally defined nature of the person and the ways in which different anthropological disciplines approach boundaries between culture and the society.

Readings:

Haviland, Prins, et al. Cultural Anthropology: The Human Challenge. New York: Thompson Wadworth, 2001.

Chapter three.

<Week Three: Session B>

George Mead and Norman Denzin – Symbolic Interaction and Cultural Studies.

Discussion: Discussing the work of this school of Social thought and the effects it has had on post-modern anthropology (from 1930 to the present day). We will also return slightly to the debate on Diffusionism and look at how different cultures continue(d) to make use of these ethnocentric theories (in one form or another) in the twentieth century.

<Week Four: Session A>

Theme: Human Frailties Part One: Walking With Cavemen

Screening: Some episodes from this remarkable BBC television series. The full series is available to borrow from me (*please take care of the DVDs*)

<Week Four Session B>

Discussion: The Neanderthal Question. We shall be examining the history of the discoveries in the Neander Valley and the way in which these people (and I use this word deliberately) have been batted back and forth between ancestor and ape status for over a century. What does the 'species status' of the Neanderthal say about us as human beings?

<Week Five: Session A>

Theme: Human Frailties Part two: The Master Race

Screening: Eugenics and the Final Solution in National Socialist Germany.

Please be sure to have watched "Auschwitz" – available from the Library's DVD collection (in five volumes) before this class.

<Week Six: Session B>

Discussion: On the subject of Human inhumanity to man – judging National Socialist Germany with the lens of the past-tense, what lessons have been learned (or not learned) by the people we see about us today – wherever we may be?

Please be sure to have watched "Auschwitz" – available from the Library's DVD collection (in five volumes) before this class.

<Week Seven: Session A>

Theme: Class Presentations, First Part

Lecture: This week will be devoted to presentations by the various discussion groups on subjects relevant – but not necessarily dictated by – the course material. Students are encouraged to investigate any aspect of culture which attracts them, and inform us of their views accordingly.

<Week Seven: Session B>

Theme: Class Presentations, First Part

Lecture: This week will be devoted to presentations by the various discussion groups on subjects relevant – but not necessarily dictated by – the course material. Students are encouraged to investigate any aspect of culture which attracts them, and inform us of their views accordingly.

<Week Eight: Session A>

Theme: Language and Communication.

Lecture: Examining how culture is spread and how different groups distinguish themselves from each other in terms of language.

Readings:

Haviland, Prins, et al. Cultural Anthropology: The Human Challenge. New York: Thompson Wadworth, 2001. Chapter four.

<Week Eight: Session B>

Discussion/Screening: Decoding the past. A look at the way in which language evolves to meet certain cultural expectations within human society and the divisions which can spring up around the use of language (1337speak, liturgical language, class-tongue etc.)

<Week Nine: Session A>

Theme: Identity and Gender.

Lecture: Examining the bonds within society and the terms which are used to hold society together.

Readings:

Haviland, Prins, et al. Cultural Anthropology: The Human Challenge. New York: Thompson Wadworth, 2001. Chapter five

<Week Nine: Session B>

Screening/Discussion: “Bent as they come” – discussion alternative culture and sexuality in Western society.

<Week Ten: Session A>

Theme: Sex, Marriage and Family.

Lecture: Looking at how the bonds of Society are formalized.

Readings:

Haviland, Prins, et al. Cultural Anthropology: The Human Challenge. New York: Thompson Wadworth, 2001. Chapters eight and nine
and

Denzin, Norman K. Ed. Symbolic Interactionism and Cultural Studies: The Politics of Interpretation. Oxford: Blackwell. 1992

<Week Ten: Session B>

Theme: Screening Four: Ten Canoes.

Lecture: Examining the issue of Family in this film shot entirely in the native Australian language.

Readings: NA

<Week Eleven: Session A>

Theme: Patterns of Subsistence.

Lecture: Examining the rituals and cultures which surround actual survival.

Readings:

Haviland, Prins, et al. Cultural Anthropology: The Human Challenge. New York: Thompson Wadworth, 2001.
Chapter six.

and

Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto, 1996
Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing, 1997.

<Week Eleven: Session B>

Screening: Cropping the Nile Valley.

<Week Twelve: Session A>

Theme: Man Killing God Killing Man

Lecture: Examining the thorny issue of faith (and the care which must be taken when researching around deeply held beliefs) and the art forms which are the expressions of cultural development.

Readings:

Haviland, Prins, et al. Cultural Anthropology: The Human Challenge. New York: Thompson Wadworth, 2001.
Chapters thirteen and fourteen.

<Week Twelve: Session B>

Screening: The Fall of the Maya (National Geographic). Looking at the questions which have been raised around the collapse of Mayan culture and the role which religion (possibly) played in that collapse.

<Week Thirteen: Session A>

Theme: A Flood of Color: Art and "The Imperative".

Lecture: Looking at the cultural significance of art within human development.

Readings:

Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing, 1997

<Week Thirteen: Session B>

Screening/Discussion: The Writing is on the Wall – art as a tool of rebellion.

<Week Fourteen: Session A>

Theme: Class Presentations, Second Part

Lecture: This week will be devoted to presentations by the various discussion groups on subjects relevant – but not necessarily dictated by – the course material. Students are encouraged to investigate any aspect of culture which attracts them, and inform us of their views accordingly.

<Week Fourteen: Session B>

Theme: Class Presentations, Second Part

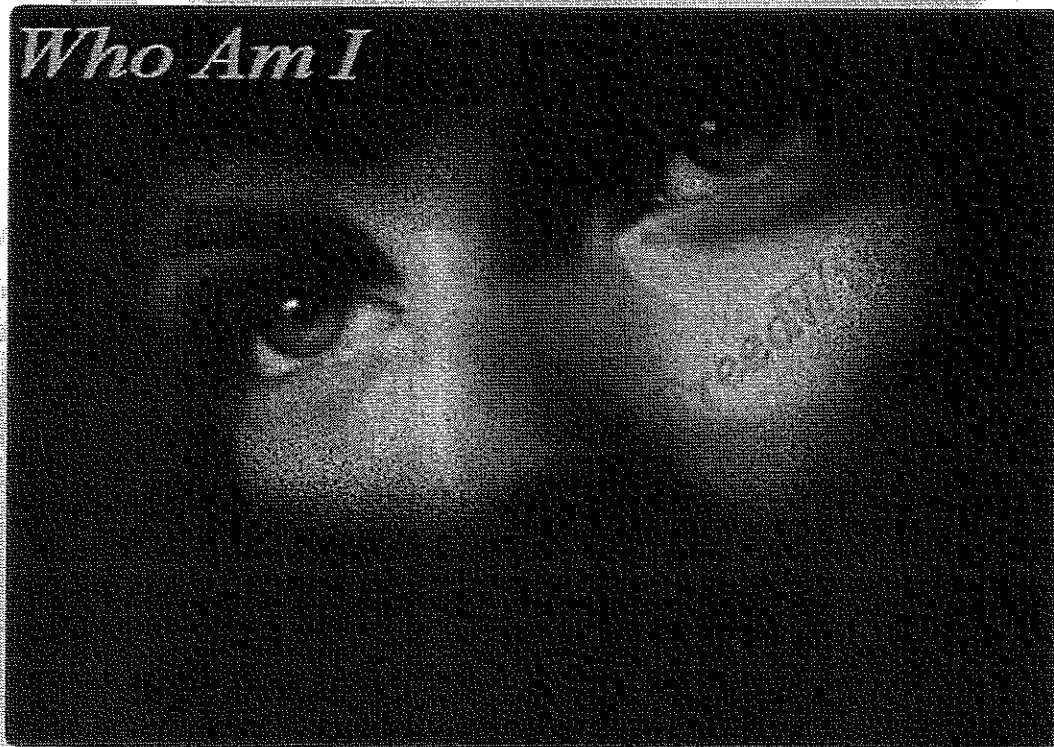
Lecture: This week will be devoted to presentations by the various discussion groups on subjects relevant – but not necessarily dictated by – the course material. Students are encouraged to investigate any aspect of culture which attracts them, and inform us of their views accordingly.

<Session 15>

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



ART160: HISTORY OF AMERICAN POPULAR MUSIC / GOSPEL CHOIR (3 credit hours)

Instructor: Chie NAGANUMA

Office hours: TBA

Website: N/A

Semesters: Spring

Office: TBA

email: chie@aiu.ac.jp

Meeting times: Mon. 18:30-20:00

Wed. 18:30-20:30

Fri. 15:30-17:00

DESCRIPTION: This course comprises two objectives: to understand the historical and social background of American popular music (1920s-70s) and to participate in a black gospel choir to experience one of the musical styles of non-classical origin.

First, the class is designed to assist students in recognizing the cultural meaning and significance of non-classical music that originated in the U.S., such as Blues, Rock, and R & B as well as Gospel. For this purpose, not only do we deal with history and the attributes of each genre in lectures, but we also focus on the relationships between music and contemporary social issues, centering on various key words: racism, representation of race by media, cultural hegemony, authenticity, sexuality, gender, counterculture, politics, and economy. To deepen our understanding we employ various audio and visual materials.

The rest of the course is dedicated to Gospel choir rehearsals. I encourage each student to feel the spirit of this uplifting music and to enjoy sharing beats and melodies with friends creating a sense of community. A concert accompanied by a band will highlight this rare experience at the end of the semester.

To facilitate our comprehension in classes we also spend time on learning entry-level music theory and forms. Employing popular songs, we learn about structure of a song, instrumentation, rhythms, scales, and chords.

OBJECTIVES: Music shapes our life in various ways. It provides joy, comfort, and catharsis. Music also is ubiquitous and because of its intimacy we seldom distance ourselves from it and rarely reflect on its meanings and functions. Through this course I expect my students to cultivate their critical, analytical minds to understand that music serves as an influential role in identifying with our culture, era, and society, especially from the point of view of New Historicism (gender, race, and social values). Also, by combining academic discourses with performance, students are encouraged to digest

and understand music as a whole including its all social ambiances.

STUDY MATERIALS:

<Textbooks> None

<Reference books>

* Southern, Eileen. *The Music of Black Americans: A History (Third Edition)*. New York: W. W. Norton & Co., 1997.

* Campbell, Michael and James Brody. *Rock and Roll: An Introduction*. New York: Schirmer, 1999.

* Smith, Suzanne E. *Dancing in the Street: Motown and the Cultural Politics of Detroit*. Cambridge: Harvard University Press, 1999.

* Harris, Michael W. *The Rise of Gospel Blues: The Music of Thomas Andrew Dorsey in the Urban Church*. New York: Oxford University Press, 1992.

* Walser, Robert. *Running with the Devil: Power, Gender, and Madness in Heavy Metal Music*. Hanover: Wesleyan University Press, 1993.

* Cone, James H. *The Spirituals and the Blues: An Interpretation*. New York: Orbis Books, 1972.

* Rose, Tricia. *Black Noise: Rap Music and Black Culture in Contemporary America*. Middletown: Wesleyan University Press, 1994.

* Wimsatt, William Upsi. *Bomb the Suburbs*. New York: Soft Skull Press, 1994.

* Werner, Craig. *Higher Ground: Stevie Wonder, Aretha Franklin, Curtis Mayfield, and the Rise and Fall of American Soul*. New York: Crown Publishers, 2004.

* Fuchs, Cynthia, ed. *Spike Lee Interviews*. Jackson: University Press of Mississippi, 2002.

* Reagon, Bernice Johnson, ed. *We'll Understand It Better By and By: Pioneering African American Gospel Composers*. Washington: Smithsonian Institution Press, 1992.

COURSE FORMAT AND ACTIVITIES: Class sessions will alternate between lecture/discussion days (2 days a week) and choir rehearsals (1 day a week). Students are expected to watch an assigned feature/documentary film or a music video every week on their own, which is related to the following week's lecture topic. After watching the film students are required to send a short critical response to the film by E-mail to the instructor by the next lecture day. Since no long readings will be assigned to students it is important that they watch the film and come to the lecture with certain knowledge of the material.

Choir rehearsals are also open to all freshmen and the students who already completed this course before, which allows the students to be a part of the gospel choir every year. The repertoire comprises spirituals, traditional gospel songs, and contemporary gospel/inspirational songs. Students will learn ten new pieces at least and sing them at the concert. A weekly sectional rehearsal for 30 minutes is conducted by part.

We will organize **Home-Base groups** of 3 students who work together throughout the semester. The group members help each other to deepen their understanding of the course materials and complete weekly worksheet to review previous week's materials as a group during the group discussion time.

ASSESSMENT: Student achievement will be measured in terms of student performance in the following five areas:

(1) Weekly Worksheet by Home-Base Group (30%) (In-class activity)

During the group discussion time, each group will be asked to complete a worksheet to review previous week's materials. This worksheet is composed of several short essay questions asking important concepts of both music and films covered in class. Group members complete one worksheet together and the grade will be given to a group. Essay questions should be answered in full sentences with good spelling and grammar and within a set time (approx.20 min)

(2) Critical Responses to Films by Email (10%)

After viewing an assigned film, students are asked to send a short critical response to each film by email. This short essay should include a) one or two analytical comments on music, b) one or two analytical comments on cultural or social aspects, and c) one or two questions concerning music and culture.

(3) Pop Quiz (10%) (In-class activity)

An occasional pop quiz will be thrown in during class, whenever time allows. The purpose of this quiz is to check your preparation for the current week's materials (assigned film and readings, if any), and thus all questions are simple and basic in either Fill-in-the Blank style of Multiple-Choice format.

(4) Analysis paper (25%),

Each student chooses a song(s) relevant to the course materials and analyzes why this

particular song(s) appeals to the listeners. How do the melody, rhythm, instrumentation, texture, and lyrics contribute to each other and create a certain musical effect or atmosphere? Students may approach this assignment through the analysis on how the music is employed to narrate a story or theme of the song. Or they may compare two songs by the same artist or two different versions of a song and discuss similarities and differences. In either case, students are expected to propose an arguable statement based on their close analysis of texts and original interpretations.

(5) Attendance at choir rehearsals and the concert (25%).

There is no midterm exam. No final exam.

ACADEMIC PREPARATION: No prerequisite. All students are welcome to take the class. NO need to be able to read music or to have any music theory knowledge.

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.

SCHEDULE:

<Week 1>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Blues / African influence and tradition
2) Musical Forms of Blues and popular songs

Assigned film: *Stormy Weather* (1943) by Andrew L. Stone

Assigned readings: None

<Week 2>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Minstrelsy / Harlem Renaissance (1920s)
2) Rhythms 1 (duple and triple meter)

Assigned film: *Bamboozled* (2000) by Spike Lee

Assigned Reading: Gary Crowdu and Dan Georgakas, "Thinking about the Power of Images: An Interview with Spike Lee," from *Spike Lee Interviews*, pp. 202-17.

<Week 3>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Spirituals and Gospel (1930s-)
2) Rhythms 2 (shuffle and polyrhythm)

Assigned film: *Say Amen Somebody* (1983) by George T. Nierenberg

Assigned reading: James H. Cone, *The Spirituals and the Blues*, pp. 1-7.

<Week 4>

Choir Rehearsal: TBA

Lecture/Discussion: 1) Evolution of Rock: Rock n Roll (1950s) to Rock (1960s)
2) Instrumentation

Assigned film: *Woodstock* (1970) by Michael Wadleigh

Assigned reading: None

<Week 5>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Motown (1) (1960s)
2) Note values

Assigned film: *Motown 25: Yesterday, Today, Forever* (1983) by Don Mischer

Assigned reading: TBA

<Week 6>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Motown (2) (late 1960s-70s)
2) Scale

Assigned film: *The Temptations* by Allan Arkush

Assigned reading: TBA

<Week 7>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Soul (1960s-70s) / Hip Hop Culture
2) Chords

Assigned film: *Soul to Soul* (2004) by Danis Sanders

Assigned reading: William Upsi Wimsatt, *Bomb the Suburbs*, pp. 22-41

<Week 8>

Choir: Dress Rehearsal and Semester Ending Concert

ECN300 Principles of Economics (BUS310 Management Principles and Practices)

This course continues from where ECN200 World of Business and Economics left off. Microeconomic topics include taxation, externalities and public policies, firm behavior, market structure, and markets for the production factors. Macroeconomic topics include GDP, inflation, unemployment, and economic growth. Students learn to use received macroeconomic theories to consider a variety of public policy issues, such as appropriate fiscal and monetary responses, and policies for economic stabilization and growth.

ECN302 Management of Knowledge, Information, and Technology (BUS360 Principles of Management Information Systems)

One of the most consistent patterns in business and non-profit organizations is failure to stay atop their industries when technologies, markets, and business models change. This course examines the challenges of managing technologies from a general manager's point of view. It addresses the basics he/she needs to organize successful technology-driven innovation in both entrepreneurial and established firms. This management task is a complex challenge of integrating multiple dimensions – culture, the legal environment, marketing, manufacturing, distribution channels, financial issues, government policies. During the first few weeks we will briefly review key innovations of the 20th century that gave rise to a science-based world, the world which Thomas Friedman calls flat. Next, we shall examine different types of organizations that excel at identifying, building and commercializing technological innovations. Specific cases in Japan (e.g. Canon, Shimano) and the US (e.g., 3M, GE) will be used to illustrate management techniques. If class size permits, the course will be conducted in seminar format.

ECN403 Senior Seminar in Strategy (BUS390 Corporate Strategy)

The structural framework of our study will be the Strategic Planning Process (SPP), a widely taught and practiced model for the formulation and implementation of strategy. The major elements are: (1) mission and goals, (2) SWOT analysis, (3) the three levels of strategy: corporate, business, and functional, (4) organizational structure, (5) control systems, (6) matching of strategy to structure and controls, and (7) management of strategic change. Over the semester, students will become familiar with about 300 concepts and theories related to corporate strategy. Students will be expected to integrate what they are learning in this course with what they have learned in other courses, and will be required to demonstrate how the theories and concepts they are learning apply, or in some cases explain why they do not apply, in the context of Japanese firms.

CHS250-1: Introduction to East Asian Studies

Spring Term: MW 15:30-16:45

**Instructor: C. Kenneth Quinones, Wo-Lap Lam
Mizuno Norihito, Naoya Yamazaki**

**Office: C-9 (Quinones), C-15 (Lam)
C-10 (Mizuno), C-13 (Yamazaki)**

Office Hour: To be announced by each faculty

**Office Telephone: 5941 (Quinones), 5880 (Lam)
5975 (Mizuno), 5882 (Yamazaki)**

**E-mail: ckquinones@aiu.ac.jp (Quinones)
willy@aiu.ac.jp (Lam)
nmizuno@aiu.ac.jp (Mizuno)
yama708@aiu.ac.jp (Yamazaki)**

Course Objectives

Class participants will learn the meaning of "East Asia" and basic concepts and vocabulary associated with this phenomenon as viewed from different academic disciplines (political science, history, and international relations). Students will acquire a fundamental understanding of the historical background of East Asia and core themes in the concept's application to different areas of East Asia: historical and contemporary China, Taiwan, Korea and other East Asian regions.

Course Description

This introductory level of course focuses on the historical and social development of the traditional Chinese world including Taiwan, Hong Kong and overseas Chinese communities in Southeast Asia as well as the Korean peninsula, a region sometimes referred to as the Confucian Culture Area. Basic information about the region's political systems, political cultures and socio-economic structures will be provided in lectures. Also to be discussed as key current international issues such as Japan-China relations and the Korean peninsula's problems. This is a required course for all students concentrating in East Asian Studies.

Classroom Activities

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

Prerequisite

None

Evaluation

Quiz by Quinones	25 %
Quiz by Mizuno	25 %
Quiz by Lam	25 %
Quiz by Yamazaki	25 %

Course Materials

Materials will be distributed by each faculty.

Course Schedule

Q: Quinones, L: Lam, M: Mizuno, Y: Yamazaki

APRIL

- 9th East Asia - Past and Present (Q)
- 14th Korea's Role in Traditional East Asia (Q)
- 16th What is Korean about Korea? (Q)
- 21st Korea's Importance to Japan (Q)
- 23rd The Korean War's Global Significance (Q)
- 28th No Class Day
- 30th No Class Day

MAY

- 5th National Holiday
- 7th North and South Korea Yesterday and Today (Q)
- 12th Quiz by Quinones
- 14th China's Geographical Setting (M)
- 19th Traditional China I (M)
- 21st Traditional China II (M)
- 26th Modern China I (M)
- 28th Movie (Revolutionary China) (M)

June

- 2nd Modern China II (M)
- 4th Quiz by Mizuno
- 9th Introduction to the Era of Reform; China's Political System (L)
- 11th Focus on Economic Reform; Globalization of the Economy (L)
- 16th Stagnation in Political and Institutional Reforms (L)

- 18th The Civil Society; Middle and Professional Classes; and Private Businessmen (L)
- 23rd China as a Major Player on the World Stage; the "China Threat" Theory (L)
- 25th Contemporary China (6) (L)
- 30th Quiz by Lam
- July
- 2nd Taiwan: Overview (Y)
- 7th History (1): Pre-History Period and the Early Colonization (Y)
- 9th History (2): Taiwan under the Chinese Rule (Y)
- 14th History (3): Taiwan under the Japanese Rule (Y)
- 16th History (4): Taiwan after WWII (Y)
- 21nd National Holiday
- 23rd Analysis of 2 Major Elections in 2008 (Y)
- 28th Quiz by Yamazaki

COM 430 Mass Media and Society

Instructor: Takashi Koyama

Office Hours: Phone: 090-4208-7062

Email: koyama1957@hotmail.co.jp

Course Goals

Class participants will learn how international and Japanese media began and developed with society. They will study the unique character of the Japanese society and the influence it has had on the media. They will learn the importance of the media on society and the demerits of limited information on society.

Course Description

Students will study how the media changed from the Roman period to the present age. They will be introduced to the Japanese media from the Meiji era to the present. They will read newspaper articles of the U.S. and European press and compare them with Japanese news article.

Classroom Activities

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

Prior Academic Preparations

No prior academic preparation is required.

Evaluation

Participation in class discussions 30%

Final examination 70%

Course Materials

Copies of books and news articles will be provided in class.

Class Schedule

1. From Personal Communication to Mass Communication

2. U.S. and European Newspapers
3. How media started in Japan
4. Meiji era
5. People's Right Movement
6. Political Organs
7. Commercial Newspapers
8. Sino-Japanese War and the Media
9. The Russo-Japanese War and the Media
10. Freedom of the Press
11. The First World War and the Media War
12. Merger of Newspapers
13. Discussion
14. Newspaper under Fascist Rule
15. The Manchurian Incident and the Media
16. Regulation of the Media
17. Media During the Pacific War
18. Media Under Occupation
19. The 1951 Peace Treaty and the Media
20. The Beginning of TV and the Golden Age of the Movie
21. Media After the U.S. Japan Security Treaty
22. Magazine, Radio and Television
23. A Turning Point in the Media
24. Age of the Internet
25. Limits to Reporting
26. Difference Between Japanese and U.S. Media
27. Japan's Unique Problem on International News Coverage
28. Discussion
29. Final examination

**DEM 220
Demography
Spring term 2008
(3-credit)**

Instructor: Kyoko Okabe
Email address: k-okabe@aiu.ac.jp
Style of class: Lecture
Timetable: MON 12:30 - 13:20, 13:25 - 14:15, 14:20 - 15:10.
Room: TBA

Course Description

This course seeks understanding of structure and distribution of the world's population both at global and regional levels, differentials in age and sex composition, and variation in rates and patterns of fertility, mortality and migration.

The course examines the demographic events by introducing the definitions and terms, and the interplay between demography and socio-economic factors, and a critical evaluation of some of the main explanations are further discussed.

The course mainly consists of social demography which explores substantive issues with respect to population policies and current demographic characteristics of modern and traditional societies. In addition, derivation of average life expectancy is introduced through the study of Life Tables.

Course Objectives

Students are expected to be able to;

- > theoretically demonstrate the similarities and divergences in worldwide demographic problems
- > numerically analyse fertility, mortality, nuptiality and migration
- > compose basic life table and interpret the model
- > conclusively acquire general knowledge required for the UN NCRE in demography

Prerequisites

None

Class Material

Handouts will be given out based on the following books;

- ✧ Yaukey, D. and Anderton, D.L. (2001), *Demography: The study of Human Population* 2nd edition, Waveland Press. ISBN 1-57766-175-3
- ✧ Pillai, V.K., and Weinstein, J.(2000), *Demography: The Science of Population*, Allyn and Bacon. ISBN 0-205-28321-7
- ✧ Weeks, J.R.,(2005), *Population: Introduction to Concepts and Issues* 9th edition, Thomson & Wadsworth. ISBN 0-53462769-2

Purchasing the first one (Yaukey, D. and Anderton, D.L.) is strongly recommended to deepen your understanding of the course.

Grading Methods

Assessments
Class attendance 10%
Assignment 20%
Mid-term exam 25%
End-term exam 45%

Total points	Grade
90% and above	A
80 to 89%	B
70 to 79%	C
60 to 69%	D
below 60%	F

EAS 290: Political Economy of East Asia

Spring and Fall Terms

Instructor: Wo Lap LAM, Ph.D.

Office Telephone: 5880

Office: C 15

Email: willy@aiu.ac.jp

Course Goals

Students will become well-equipped to pursue higher-level social sciences and humanities courses related to East Asia. Students will be introduced to the political and economic structures of East Asian countries, particularly the ideas and institutions behind the rise of China, Japan and South Korea. They will also become acquainted with the methodology of independent research in political science, political economy, economics and business.

Course Description

The political and economic structures and policies of East Asian countries (including China, Taiwan, Hong Kong, Japan, and South Korea) will be explored in this introductory survey course. These nations' distinctive political, legal and economic characteristics, underlying beliefs and ideologies, will be analyzed. A key area of focus will be their industrialization and modernization after World War II, particularly in the past two decades. Comparisons will be made between the Chinese, Japanese and South Korean models of development. Some attention will be given to the region's international relations, social and cultural issues, and civil society's role.

Class Activities

Apart from lectures, relevant videos will be shown to illustrate the modernization and transformation of China, Japan and the Koreas in the past two to three decades. Discussion and debates among students will be held.

Prior Academic Preparation

None

Course Materials

The instructor will give hand-outs to the class every week.

Chapters and parts of the following textbooks will be prescribed for reading/reference.

Kenneth Lieberthal, *Governing China* (New York: W W Norton, 2004)

Willy Wo-Lap Lam, *The Era of Jiang Zemin* (Singapore & New York: Prentice Hall, 1999)

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

Gregory Chow, *China's Economic Transformation* (London: Blackwell Publishing, 2001)

Nicholas Lardy, *China's Unfinished Economic Revolution* (Washington: Brookings Institution, 1998)

Byung-Nak Song, *The Rise of the Korean Economy*, 3rd Edition (New York: Oxford, 2003)

Chalmers Johnson, *Japan: Who Governs?* (New York: WW Norton, 1995)

Richard Katz, *Japan: The System that Soured* (New York: M E Sharpe, 2003)

Bai Gao, *Japan's Economic Dilemma* (Cambridge, U.K.: Cambridge University Press, 2001)

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. Introductory concepts about political science, economics and political economy: in particular, political, social and economic institutions/systems. Brief historical survey: World War II and its aftermath; relations between East Asian states and the West, in particular, the U.S.
2. China's political structure: the role of the Chinese Communist Party, Party ideology, government legal and military institutions.
3. The reform and open-door policy began by Deng Xiaoping in the late 1970s; the rise of the Chinese economy and emergence of the "world factory."
4. The big challenge of providing education, health, social welfare, as well as housing for urban and rural citizens; the problem of corruption and government inefficiency; conditions of workers and peasants, and social disturbances.
5. Prospects and impediments to economic and political reform from the 1990s to the first decade of this century and the challenge of globalization.
6. The role of the private-sector economy, civil society and the media in China's modernization: China's relations with Japan, the Koreas and the U.S., and the viability of the "China model."
7. The economic "miracle" of Taiwan and Hong Kong: China's relationship with Taiwan and Hong Kong, and the concepts and development of national reunification and "one country, two systems."
8. Japan's rapid rise after the Meiji Reforms; the impact of World War II; Tokyo's special partnership with the U.S. Japan's political and economic structure; "quasi-one party rule" under the LDP; other political parties and forces.
9. The success formula of Japan Inc; the role of the *zaibatsu* 财阀; the bubble economy of the 1980s. Can Japan maintain its hi-tech and innovative edge in the early 21st Century?

10. Reforms under the Koizumi Government, especially privatization and the “small government” crusade; the management revolution in the early 2000s; the future of the reform of the political structure; significance of the emergence of the post-War generation.

11. Japan’s bid to become a “normal nation” and its effort to play a bigger role in world affairs; Constitutional Revision; Relations with China and the Koreans in the coming decade. Japan’s aspirations – and ways and means -- to remain the dominant economic and political power in the Asia-Pacific Region; complicated tangle of ties among Japan, China, Taiwan, Russia, India, the U.S. and ASEAN.

12. The Korean War and the Rise of the South Korean economy; the role of the *chaebol*; the long road to modernization in South Korean politics; the Asian Financial Crisis and its aftermath; Seoul’s new high-tech revolution.

13. Seoul’s “sunshine policy” toward North Korea; the nature of North Korean dictatorship; relations between the two Koreas and their impact on ties with Japan, China and the U.S.

14. The global role of East Asia; East Asia’s relationship with ASEAN countries; the concept of “ASEAN plus 3”; the possibility of an East Asian Community.

15. Comparison between different Asian models of development; Summing up and revision of the more difficult concepts.

ECN210 MICROECONOMICS (3 credit hours)

Instructor: Takashi YAMAMOTO, PhD

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

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

Email: yamamoto@aiu.ac.jp

Semesters: Spring, Fall

Meeting times: M, W 9:00-10:15

DESCRIPTION: This course and ECN220 (Macroeconomics) cover the principles of economics. Here, we study how scarce resources are allocated within a market system, using the price mechanism. We consider actions and interactions of three economic agents within the system: (i) consumers, (ii) producers, and (iii) government. Students learn simple and abstract models of decision-making of the three economic agents. Employing these models, we analyze the outcomes that occur when these agents interact and how decision-making changes when incentives and the environment around the agents change. Finally, students are briefly exposed to the economic thoughts of Adam Smith, John Stuart Mill, David Hume, Karl Marx, Thomas Malthus, and John Maynard Keynes – from classical and neo-classical approaches at one end to Keynesians and neo-Marxists at the other.

OBJECTIVES: By actively participating in this course, students will become familiar with (i) about 50 key concepts of microeconomics, (ii) basic microeconomic models and their applications to hypothetical events, and (iii) methodologies to analyze real-world economic issues in the US, Japan, and other economies.

STUDY MATERIALS:

<Textbook>

Mankiw, N. Gregory. Principles of Microeconomics, 4e. Thomson South-Western, 2007. Students may obtain the textbook at: <http://mankiw.swlearning.com>. Learning support tools are available by clicking on 'Student Resources.'

<Study Guide>

Hakes, David R. Study Guide to accompany Principles of Microeconomics 4e. Thomson South-Western, 2007. Purchase of the Study Guide is not mandatory, but many students report that it is helpful for understanding difficult concepts and for preparing for homework assignments and exams.

<Reference books, sources of readings and other information>

- Glossary of Economic Terms: <http://economics.about.com/od/economicsglossary/>
- Roberts, Russell. *The Invisible Heart: An Economic Romance*. Cambridge: MIT Press, 2002. This is a romantic novel including principles of microeconomics.
- Handouts on economic issues will be delivered in class.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in the following five areas: (i) 1st Examination (15%), (ii) 2nd Examination (20%), and (iii) Final Examination (30%), (iv) Homework assignments (20%), and (v) Class participation (15%).

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

COURSE FORMAT AND ACTIVITIES: This is a lecture course. However, considering the relatively small (compared to many universities) class size, each student will have many opportunities to participate in class. Lively discussion on real-world economic issues is expected. Students are encouraged to ask questions and to request explanations during class. There may be one or two lectures by guest speakers to provide students opportunities to understand how economic principles are applied.

SCHEDULE:

<Week 1>

Theme/Theories/Key Concepts: *introduction to economics*

Textbook: Chapter 1 – Ten Principles of Economics

<Week 2>

Theme/Theories/Key Concepts: *economic models, microeconomics & macroeconomics, positive vs. normative analysis*

Textbook: Chapter 2 – Thinking Like an Economist

<Week 3>

Theme/Theories/Key Concepts: *opportunity cost, absolute vs. comparative advantage, gains from trade*

Textbook: Chapter 3 – Independence and the Gains from Trade

<Week 4>

Theme/Theories/Key Concepts: *demand, quantity demanded, normal & inferior goods, complements & substitutes, supply, quantity supplied, equilibrium, surplus, shortage*

Textbook: Chapter 4 – The Market Forces of Supply and Demand

<Week 5>

Review and the 1st Examination

<Week 6>

Theme/Theories/Key Concepts: *price elasticity of demand, income elasticity of demand, cross-price elasticity of demand, price elasticity of supply*

Economic issue: *How much customers do coffee houses lose due to price increase of premium coffee?*

Textbook: Chapter 5 – Elasticity and Its Application

<Week 7>

Theme/Theories/Key Concepts: *price ceiling, price floor, tax incidence*

Economic issue: *Rent ceiling in New York City*

Textbook: Chapter 6 – Supply, Demand, and Government Policies

<Week 8>

Theme/Theories/Key Concepts: *consumer surplus, producer surplus, efficiency, equity*

Textbook: Chapter 7 – Consumers, Producers, and the Efficiency of Markets

<Week 9>

Theme/Theories/Key Concepts: *deadweight loss, tax revenue*

Textbook: Chapter 8 – The Costs of Taxation

<Week 10>

Review and the 2nd Examination

<Week 11>

Theme/Theories/Key Concepts: *positive & negative externalities, internalization, Coase theorem, transaction costs, corrective (Pigouvian) tax, tradable permit*

Economic issue: *Drive an SUV safely for non-SUV drivers.*

Textbook: Chapter 10 – Externalities

<Week 12>

Theme/Theories/Key Concepts: *excludability, rivalry, private goods, public goods, common resources, free rider, Tragedy of the Commons*

Textbook: Chapter 11 – Public Goods and Common Resources

<Week 13>

Theme/Theories/Key Concepts: *explicit costs, implicit costs, economic profit, accounting profit, production function, diminishing marginal product, total cost, fixed costs, variable costs, average cost, marginal cost, efficient scale, economies & diseconomies of scale, constant returns to scale*

Economic issues: *Some hotels do not change the sheets every night for environment protection, or for more profits?*

Textbook: Chapter 13 – The Costs of Production

<Week 14>

Theme/Theories/Key Concepts: *competitive market, average revenue, marginal revenue, profit maximization, sunk cost, entry, exit, shutdown*

Textbook: Chapter 14 – Firms in Competitive Markets

<Week 15>

Review and the Final Examination

ECN220 MACROECONOMICS (3 credit hours)

Instructor: Takashi YAMAMOTO, PhD

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

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

Email: yamamoto@aiu.ac.jp

Semesters: Spring, Fall

Meeting times: M, W 15:30-16:45

DESCRIPTION: This course and ECN210 (Microeconomics) cover principles of economics. The aim here is to understand the workings of the economy at the higher levels of abstraction: gross domestic product (GDP), inflation, unemployment, interest rates, and economic growth. Students will become familiar with basic theories used to interpret and analyze macroeconomic events. Students will use the theories to consider various public policy issues, such as fiscal and monetary policies, and policies for economic stabilization and growth. Finally, students will be briefly exposed to a range of economic thought from David Hume, Adam Smith, and John Stuart Mill to Thomas Malthus, Karl Marx, and John Maynard Keynes – from classical and neo-classical approaches at one end to Keynesians and neo-Marxists at the other.

OBJECTIVES: By actively participating in this course, students will become familiar with (i) about 50 key concepts of macroeconomics, (ii) basic macroeconomic models and their applications to hypothetical events, and (iii) methodologies to analyze real-world economic issues and macroeconomic policies.

STUDY MATERIALS:

<Textbook>

Baumol, William J. and Alan Blinder. Macroeconomics: Principles and Policy, 10e. Thomson South-Western, 2006. Students may obtain the textbook at: <http://baumol.swlearning.com>. Learning support tools are available by clicking on 'Student Resources.'

<Study Guide>

Study Guide for Baumol & Blinder's Macroeconomics: Principles and Policy, 10e. Thomson South-Western, 2006. Purchase of the Study Guide is not mandatory, but many students report that it is helpful for understanding difficult concepts and for preparing for homework assignments and exams.

<Reference books, sources of readings and other information>

- Glossary of Economic Terms: <http://economics.about.com/od/economicsglossary/>
- Miller, Roger L. & Daniel K. Benjamin. *The Economics of Macro Issues*, 2e. Addison-Wesley, 2006. Some chapters of this book will be used for analysis and discussion.
- Handouts on economic issues will be delivered in class.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in the following five areas: (i) 1st Examination (15%), (ii) 2nd Examination (20%), and (iii) Final Examination (30%), (iv) Homework assignments (20%), and (v) Class participation (15%).

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

COURSE FORMAT AND ACTIVITIES: This is a lecture course. However, considering the relatively small (compared to many universities) class size, each student will have many opportunities to participate in class. Lively discussion on real-world economic issues is expected. Students are encouraged to ask questions and to request explanations during class. There may be one or two lectures by guest speakers to provide students opportunities to understand how economic principles are applied.

SCHEDULE:

<Week 1>

Theme/Theories/Key Concepts: *introduction to economics*

Textbook: Chapter 1 – What is Economics?

<Week 2>

Theme/Theories/Key Concepts: *opportunity cost, principle of increasing costs, efficiency, allocation of resources, absolute vs. comparative advantage*

Textbook: Chapter 3 – The Fundamental Economic Problem: Scarcity and Choice

<Week 3>

Theme/Theories/Key Concepts: *demand, quantity demanded, supply, quantity supplied, equilibrium, surplus, shortage, price ceiling, price floor*

Textbook: Chapter 4 – Supply and Demand: An Initial Look

<Week 4>

Theme/Theories/Key Concepts: *aggregate demand, aggregate supply, inflation, deflation, recession, gross domestic product (GDP), nominal vs. real GDP*

Textbook: Chapter 5 – An Introduction to Macroeconomics

<Week 5>

Review and the 1st Examination

<Week 6>

Theme/Theories/Key Concepts: *labor productivity, potential GDP, labor force, unemployment rate, frictional unemployment, structural unemployment, cyclical unemployment, full employment, purchasing power, expected inflation rate, real vs. nominal interest rates, CPI*

Textbook: Chapter 6 – The Goals of Macroeconomic Policy

<Week 7>

Theme/Theories/Key Concepts: *capital, human capital, investment, property rights, invention, innovation, R&D*

Textbook: Chapter 7 – Economic Growth: Theory and Policy

<Week 8>

Theme/Theories/Key Concepts: *national income accounting, disposable income, consumption function, marginal propensity to consume (MPC)*

Economic issue: *Tax cut in 2001*

Textbook: Chapter 8 – Aggregate Demand, and the Powerful Consumer

<Week 9>

Theme/Theories/Key Concepts: *aggregate demand curve, equilibrium GDP, induced investment, recessionary gap, inflationary gap, multiplier, induced increase in consumption, autonomous increase in consumption*

Textbook: Chapter 9 – Demand-side Equilibrium: Unemployment or Inflation?

<Week 10>

Review and the 2nd Examination

<Week 11>

Theme/Theories/Key Concepts: *aggregate supply curve, self-correcting mechanism, stagflation, supply shock*

Textbook: Chapter 10 – Supply-side Equilibrium: Unemployment and Inflation

<Week 12>

Theme/Theories/Key Concepts: *expansionary fiscal policy, contractionary fiscal policy, automatic stabilizer, supply-side tax cuts*

Textbook: Chapter 11 – Managing Aggregate Demand: Fiscal Policy

<Week 13>

Theme/Theories/Key Concepts: *monetary policy, central bank, open-market operation, bank reserves, money demand, money supply, expansionary monetary policy, contractionary monetary policy*

Textbook: Chapter 13 – Managing Aggregate Demand: Monetary Policy

<Week 14>

Theme/Theories/Key Concepts: *velocity, quantity theory of money, monetarism, controlling money supply vs. controlling interest rate, rules vs. discretionary policy*

Textbook: Chapter 14 – The Debate over Monetary and Fiscal Policy

<Week 15>

Review and Final Examination

ECN 310 : U.S. Business and Economic policy

2008 Spring Semester: Wednesday & Friday 10:30 – 12:00

Instructor: Michio Katsumata Office: Director of Library

Office Telephone: 5885 E-mail: Katsumata@aiu.ac.jp

Course Goals

This course aims to train students to:

- (1) Understand the inter-relationship between business, public policy, and society in the U.S.
- (2) Study how government at all levels – local, state, national, as well as international – influences business activities through regulation, legislation, taxation, and spending budget.
- (3) Learn about the importance of social responsibility and ethical principles in business
- (4) Discuss about pros and cons of business activities and public policies to get deeper insight of both local and global economies.

Course Description

The course offers an overview of three closely related institutions -- business, government and society -- in the United States. The U.S. has been well-known as the experimental laboratory of capitalism since its birth, and its businesses have developed and cherished to the most advanced level in the world to lead the global economy. As a result, societal concerns about the economic and social performance of big companies are growing today, and critics of business and business system seek and demand the intervention of government in order to control and restrict business activity. Thus the primary focus of the course is to examine many actual cases of the interaction between business, public policy, and society.

Classroom Activities

After the orientation/introduction, students are expected from the second week to read the textbook before the class begins. The class usually starts with some students' oral presentation on the topic assigned by the previous class and all students are highly encouraged to participate in the discussion following the topic.

Prerequisites: Basic knowledge of economics and U.S. history

Credits: 3

Evaluation

- | | |
|-------------------------------------------|-----|
| (1) Class attendance and Participation | 40% |
| (2) Oral presentations | 10% |
| (3) Mid-term report (3 pages. By June 11) | 20% |
| (4) Final report (5 pages. By July 31) | 30% |

Class Materials

The class will closely follow the textbook:

Lawrence M. Lesser "Business, public Policy, and Society, Second edition" Thomson Corp., 2006
But other materials such as newspaper and magazine articles are to be delivered in each class.
The websites of companies and governmental organizations should also be checked frequently.

Class Schedule (1 class: 90 minutes)

- 1 (4.09) Orientation (Textbook Chapter 1~20)**
Class orientation: How to use the text and other materials
Class management: Discussion and oral presentation

- 2 (4.11) Introduction (Ch. 1)**
Interaction between business, public policy, and society
Who are the leading critics of business?

- 3 (4.16) Business & Social Responsibility (Ch. 2)**
Corporate Social Responsibility (CSR)
Shareholders and stakeholders

- 4 (4.18) Development of CSR (Ch. 2)**
Volunteerism and philanthropy
Global standards and CERES principles

- 5 (4.23) Business Ethics (Ch. 3)**
Recent corporate scandals and ethical issues
Definition of ethics

- 6 (4.25) Business Ethics Programs (Ch. 3)**
Management and leadership
Whistle-blowing

- 7 (5.07) The Government Environment (Ch. 4)**
Government and public policy
Sources of power and protection of freedoms

- 8 (5.21) Private Sector vs. Public Sector (Ch. 4)**
Clashing goals and philosophies
Similarities: Managing human resources

- 9 (5.23) **Business & Public policy (Ch. 5)**
 - The evolution of public policy
 - Stages of public policy process
- 10 (5.28) **Structure of Decision-making (Ch. 5)**
 - Iron triangles: role of lobbyists
 - Issue management
- 11 (5.30) **The Global Business Environment (Ch. 6)**
 - The foundations of international business and trade
 - Trade negotiations and agreement
- 12 (6.04) **U.S. Trade Policy (Ch. 7)**
 - Trade functions of the U.S. government
 - Export promotion and subsidies
- 13 (6.06) **International Competitiveness (Ch. 8)**
 - Arguments for and against government intervention
 - America's Cold War obstacles

<<Mid-term report by June 11>>

- 14 (6.11) **Overview of Regulation (Ch. 9)**
 - How regulation developed in the U.S.
 - Regulatory reform
- 15 (6.13) **Economic Regulation (Ch. 10)**
 - Against monopolies, anticompetitive behaviors
 - Case studies: GE, Microsoft
- 16 (6.18) **Business and the Environment (Ch. 11)**
 - How nations cooperate environmental management
 - Business strategy and environmental rules
- 17 (6.20) **Business Response to Environmental Concerns (Ch. 12)**
 - Greening of American corporations
 - Pollution prevention: New business opportunities
- 18 (7.02) **Business, Employee, and the Workplace (Ch. 13)**
 - Obesity in the workplace
 - Employer compliance
- 19 (7.04) **Workplace Issues for the 21st Century (Ch. 14)**
 - Discrimination, affirmative action, glass ceiling
 - Pension, executive compensation

- 20 (7.09) Managing Government Affairs (Ch. 15)**
Corporate involvement with government
The functions of trade and professional associations
- 21 (7.11) Lobbying and Campaign Finance (Ch. 16)**
The origins and purposes of lobbying
How businesses lobby and make campaign contribution legally
- 22 (7.16) Information Technology and Government Resources (Ch. 17)**
The history of Internet and WWW
Impact of IT Revolution on government and businesses
- 23 (7.18) Corporate Governance (Ch. 18)**
Restructuring of business system and corporate control
Management strategies responding to shareholder activism
- 24 (7.23) Sources of Government Financing (Ch. 19, 20)**
U.S. government investment in Research and Development
Government procurement, bailouts, and ownership
- 25 (7.25) Conclusion & Review**

<< Final report by July31 >>

ECN303 International Political Economy (ECN320 International Political Economy)

This course will introduce you to the study of international political economy (IPE). We begin by building intellectual frameworks which help us understand issues and events that appear are currently under discussion in various media. We will then study structures of international production, trade, and finance, and understand characteristics of theaters and actors in international economic activities. We will also examine problems of global economy. Finally, students in this course will have an opportunity to experience dynamism of IPE in simulation exercises.