

ECN321 Industrial Organization (BUS350 Introduction to Operations Management)

Industrial organization is the study of the structure of markets, the strategic behavior of firms, and their interactions. Industrial organization has been referred to as the economics of imperfect competition. Students will become familiar with various modern theories and approaches to the study of industrial organization, including the structure-conduct-performance (SCP) approach, the Chicago School approach, and game theory. Students will investigate the outcomes of different market structures under conditions of price discrimination, product differentiation, collusion, signaling, mergers and acquisitions, and barriers to entry and exit. Frequently, we will contrast industrial organization in Japan with that in other industrialized countries.

**Education Systems
SPRING 2008**

Instructor: Tomomi SAEKI, Ph.D.
Style of Class: lecture; presentations and discussions
Number of Credits: 2
E-mail: tomomisaekiphd@hotmail.com

COURSE DESCRIPTION

This course is open for both home and overseas students and conducted in English. It gives the students support so that they can gain a basic understanding of education systems, education laws and regulations, and everyday issues in education. The topics will mainly be on the Japanese educational systems but we will occasionally examine those found overseas for comparison. This course is mandatory for those students wanting to gain a high school teacher certificate in Japan. Therefore, this course tries to give students opportunities to allow them acquire fundamental competencies needed to work as a practitioner. Although this course is mainly lecture-based, it will try to incorporate presentations and discussions as much as possible, so that the students can share their ideas in class.

COURSE OBJECTIVES

This course aims to deepen students' understanding of what education is by examining: the features of the current educational systems; the provision of education both inside and outside schools; the meanings and roles of education in relation to society and its impact on children's personal growth and well-being, and future prospects. The topics considered in this course are mainly about education in Japan, but we will also look at education overseas with the aim of finding some differences and similarities between them.

The educational systems in Japan is conducted and maintained based on the Constitution of Japan, the Fundamental Law of Education as well as a host of other laws and regulations. The educational systems must not only be approached in an abstract manner, but must also deal with practical and everyday issues.

Therefore, three primary goals of this course are as follows;

- 1) Students need to understand the current educational systems and its historical background. They also need to understand some main features of the laws and regulations. To complete these goals, they need to understand the basic terminology and concepts. This will provide a foundation from which we can discuss more complex issues on the course.
- 2) Students need to be familiar with everyday issues within education. Practitioners' reports published in newspapers and academic magazines might be effective resources to help students complete this goal.
- 3) As the final goal of this course, students need to develop their own perspective on education, and be able to contribute to the improvement of the educational systems and its efficacy. Knowledge and understandings gained in the process of completing goals 1 and 2 should be linked to individuals' ideas, so that they can be utilized. To complete this goal, sharing ideas between students through presentations and discussions in class should be encouraged.

PREREQUISITES: none

CLASS MATERIALS:

<Textbooks>

No required textbook for this course. Several reference materials are announced in the class.

<Website Reading for News Brief Analysis>

Students are required to read daily articles regarding education on the online version of several newspapers.

EVALUATION / ASSESSMENT

- 1 Research paper (70%): A final report based on ideas and concepts dealt with during the course must be submitted at the end. This is a requirement to gain credits.
- 2 Short written examinations (10%): There will be three short written examinations. Details (date and contents) will be mentioned during the course.
- 3 Homework (10%): Students are expected to submit these every week.
 - (1) a summary of what they have learned in the previous lesson;
 - (2) a summary of education systems in their home country researched to the class topic, adding their own thoughts for discussion in class

(3) a copy of newspapers articles with comments attached.

4 Participation in class (10%): Students are expected to contribute towards class discussions positively.

* Students are also expected to submit a short reaction paper at the end of each lesson. These sheets are used to record attendance and judge the student's overall understanding of the class topic.

COURSE SCHEDULE

<WEEK 1> Introduction

Students will be introduced to the contents of the course, as well as requirements.

<WEEK 2> Educational Laws and Regulations

Students will gain an understanding of the systems of laws and regulations concerning education and other related fields, as well as an overall perspective of the field.

<WEEK 3> Aims and Principles of Education

Students will explore the aims and principles of education as defined by the new and old Fundamental Law of Education.

<WEEK 4> Lifelong Learning

Students will gain an understanding of lifelong learning in terms of its meaning, background and current issues. They will explore recent development in this field.

<WEEK 5> Rights to Learn and Equal Opportunity in Education

Students will gain an understanding of 'rights to learn' and 'equal opportunity in education' through examining a host of resources which define these concepts and reports of current issues in this field.

<WEEK 6> Compulsory Education and School Education

Students will gain an understanding of compulsory education and school education, in terms of both the historical background and current issues. We will also look at the current 'course of study' systems and textbooks adopted at schools.

<WEEK 7> Universities

We will examine the management of universities.

<WEEK 8> Teachers

Students will gain an understanding of teachers' role, duties and treatment, as well as the 'course for teaching profession', 'teacher certificate', 'employment', 'induction training' and 'in-service training'.

<WEEK 9> Education in the Family

Students will explore the issues of education at home and the role of parents. They will also explore the issues of partnerships between schools, families and communities.

<WEEK 10> Early Childhood Education

Students will explore the field of early childhood education in terms of both its historical background and current issues. They will also examine recent developments in this field.

<WEEK 11> Social Education

Students will explore the field of social education in terms of both its historical background and current issues. They will also gain an understanding of the administrative support for social education provided by institutions such as libraries, museums and community centers.

<WEEK 12> Political Education; Religious Education

<WEEK 13> Educational Administrations (Government and Ministry of Education)

Students will gain an understanding of the role of government, the Ministry of Education and their advisory committees.

<WEEK 14> Educational Administrations (Local Government and Board of Education)

Students will gain an understanding of the role of local government and board of education, including their administrative support for schools.

<WEEK 15> Revision

ENV190: INTRODUCTION TO ENVIRONMENTAL SCIENCE II: From Ecological and Sociological Perspectives (3 credit hours)

Instructor: Dr. Yoshitaka Kumagai

Office: A-17

Office Hours: TBA

Semesters: Spring, Fall

DESCRIPTION: This course is designed to introduce students to the basics of environmental science with emphasis on ecological and sociological perspectives. Environmental science is a multidisciplinary subject consisting of various fields, such as physics, chemistry, biology, geology, meteorology, sociology, political science, etc. For instance, understanding the global warming issue requires not only understanding the physical and chemical mechanisms of global warming but also understanding the interconnectedness of global warming with such as the conflicts between industrialized and developing countries, globalization, the value judgments which various cultures adopt, technological innovations, and the various life styles of people in various societies. It is important to understand that an understanding of the basics of the natural sciences is necessary to understand the relationships between causes and effects involved in various environmental issues, whereas an understanding of the social sciences is integral to understanding why these issues occur, and how they should be addressed, improved or resolved.

OBJECTIVES: After completing this class, students are expected to understand 1) how various human activities impact the earth and why environmental issues have recently become so important; (2) the major environmental issues; (3) the basic scientific principles underlying environmental issues; (4) the technologies associated with the major environmental issues and the technologies that may help resolve these problems; (5) the sociological factors influencing the environmental issues, and 6) understanding how sustainable environmental management practices should be developed.

PREREQUISITES: none

CLASS MATERIALS:

"Environmental Science: Toward a Sustainable Future 9th edition" Richard T. Wright,
Pearson, Prentice Hall, 2004.

ASSESSMENT:

Class Participation (10%)

1 Presentation with a handout (10%) *Note*

4 Quizzes (20%)

Midterm Exam: (30 %)

Final Exam: (30%)

Note: Presentation topic, which stems from the textbook, will be assigned one week prior to a presentation date. Students are expected to use a Power Point for his/her presentation. The grade of presentation will be judged based upon the evaluations written by both students and Dr. Kumagai.

CLASS SCHEDULE:

Each class will be carried out based on the reading assignment. Lectures will be given using various visual aids, such as Power Point presentations, videos and slides. Informal discussion will be held during each class, in which the students and a professor will discuss the content of the lecture and various questions prepared by the professor.

Week 1: Introduction

Syllabus Review

Overview of the Class

The Easter Island

Ecological Foot Prints

Reading Assignment: Chap.1

Week 2: The Human Population

Human Population Expansion and Its cause

Different Worlds

Consequences of Population Growth and Affluence

Dynamics of Population Growth

Reassessing the demographic transition

Promoting Development

Reading Assignment: Chap.5 and 6.1 & 6.2

Week 3: Ecosystems: 1

Description of Ecosystems
The Structure of Ecosystems
Quiz 1
Reading Assignment: Chap2

Week 4: Ecosystems: 2

From Ecosystems to Global Biomes
The Human Factor
Field Trip I (Forest nearby AIU)
Reading Assignment: Chap.2

Week 5: No Class

Dr. Kumagai will be in Germany for his research trip.

Week 6: Ecosystems: 3

Dynamics of Natural Population
Mechanisms of Population Equilibrium
Mechanisms of Species Adaptation
Ecosystem Response to Disturbance
Quiz 2
Reading Assignment: Chap. 4

Week 8: Water: Hydrologic Cycles and Human Use

Water: Vital Resources
Hydrologic Cycle
Water: Resource to Manage, a Threat to Control
Water Stewardship
Field Trip II (Water Treatment Center)
Reading Assignment: Chap.7

Week 9: The Production and Distribution of Food

Crops and Animals
Genetically modified foods

Food Distribution and Trade
Hunger, Malnutrition, and Famine
Midterm Exam
Reading Assignment: Chap.9

Week 10: Ecosystem Capital

Global Perspective on Biological Systems
Conservation, Preservation, Restoration
Biomes and Ecosystems under Pressure
Reading Assignment: Chap.11

Week11: Renewable Energy

Putting Solar Energy to Work
Indirect Solar Energy
Quiz 3
Reading Assignment: Chap.14

Week 12: Renewable Energy & Environmental Hazards and Human Health

Renewable Energy for Transportation
Additional Renewable Energy Options
Policy for a Sustainable Energy Future
Links between human health and the environment
Reading Assignment: Chap.14&15

Week 13: Environmental Hazards and Human Health & Solid Waste

Pathways of Risk
Risk Assessment
Risk Perception
Solid Waste Systems
Reading Assignment: Chap.15&18

Week 14: Solid Waste

Solutions to the Solid-Waste Problems
Public Policy and Waste Management
Field Trip III (Akita city's recycling center)
Quiz 4

Reading Assignment: Chap.18

Week 15: Review

Integration

Discussion

ENV420: Environmental Science in Global Perspective

Instructor: Dr. Yoshitaka Kumagai (Office: C4)

Office Hours: Tue & Thrs. 3:30 pm –5:00 pm or by appointment

Style of Class: Lecture/Seminar

Credits: 3

Course Description:

This class is designed for students to study global environmental issues primarily through social science perspectives. Environmental issues are inherently multifaceted. In environmental issues, we argue endlessly over whether anything is wrong, what its impact will be, what if anything can or should be done to deal with negative environmental impacts we caused in the past, and how to prevent recurrence. In addition, how people perceive various environmental issues depend on what era we live, where we live, to which organization we belong, and who we are. We may not be able to come up with any veritable panacea on which everyone can agree. Instead, we will explore different view points on ongoing environmental issues. We can, then, integrate various our thoughts and wisdoms to tackle the issues. In this class, students will learn environmental philosophy, environmental politics, energy issues, food and population issues, and toxic chemical issues through actual cases.

Objectives:

After completing this class, students are expected to be able to 1) analyze ongoing environment issues from various perspectives, and 2) express his/her thoughts about the issue logically in both oral and writing formats.

Class Materials:

- “Taking Sides: Clashing Views on Environmental Issues” 12th edition. Thomas A. Easton McGraw Hill, 2007
- Several Journal articles reserved in the library

Grading Methods:

Discussion Participation (10%)

Two Presentations: (20 % each = 40%)

A Research Paper: 13-15 pages, double space, Times New Roman with 12 pt. (50 %)

Grading criteria

A: 90-100%

B: 80-89%%

C: 70-79%

D: 60-69%

F: Less than 60%

There are no quizzes or exams in this class. The grade is determined based upon 1) class participation, 2) two presentations, and 3) a research paper. The class will be conducted through informal, yet intensive dialogue and discussion on the series of topics prepared by Dr. Kumagai.

Two presentations are assigned to all students. Dr. Kumagai will explain the basic contents on selected issues which are discussed in the textbook. Two students are assigned to “Yes” or “No” side on the issues. For instance, Dr. Kumagai provides the background information on “precautionary principle” which is discussed in the issue 1. Then, one student takes “Yes” side whereas another student takes “No” sides. Each student is required to explain the reason why the idea is “good” or “bad”. The detailed explanation about the presentation will be provided in the class.

Students choose a topic for writing a research paper. The paper topic should derive from various environmental issues discussed in the text book. Students are required to use the textbook, journal articles provided in the textbook and other refereed journal articles which can be accessed and obtained through “ProQuest”, the campus online search engine.

Class Schedule:

Topic 1: Introduction-Four global environmental issues

Topic 2: Is the precautionary principle a sound basis for international policy?

Topic 3: Should a price be put on the goods and services provided by the world’s ecosystems?

Topic 4: Is biodiversity overprotected?

Topic 5: Should the military be exempt from environmental regulations?

Topic 6: Should the arctic National Wildlife Refuge be opened to oil drilling?

Topic 7: Is it time to revive nuclear power?

Topic 8: Do falling birth rates pose a threat to human welfare?

Topic 9: Is Genetic Engineering the answer to hunger?

Topic 10: Should DDT be banned worldwide?

ECN401 Senior Seminar in Finance (FIN440 Financial Management)

After having studied theoretical nature of economics and finance, students often still have difficulty solving real world finance problems. This course will teach students how to use computer-based modern techniques in finance, including OxMetrics' PcGive, developed by researchers at Oxford University. Students will learn how to estimate models for themselves. This course is for those students with strong interest in economics and finance, desiring to learn how to apply time series econometric techniques to real-world finance. The course covers most of the tools and models used in modern econometric research. A brief overview of classical linear regression will be followed by an introduction to modern time series methods, univariate time series modeling and forecasting, multivariate models (VAR), equilibrium correction for testing purchasing power parity, and testing for and estimating cointegration systems using the Johansen technique based on VARs.

GEO150 GEOGRAPHY (Physical and Human) (3 credit hours)

Instructor: Norie OSHIMA, PhD

Office hours: F 10.30-13.30

Website: -

Semesters: Spring2008

Office: C05

email: n-oshima@aiu.ac.jp

Meeting times:

DESCRIPTION: Geography is the study of the earth's surface as the space within which the human population lives. The word 'geo' comes from Greek 'geo', the earth, and 'graphein', to write. By 'earth surface' is meant that rather thin shell, only one thousandth of the planet's circumference thick, that forms the habitat or environment within which the human population is able to survive. In this course students will study a number of concepts, theories, and topics that broadly constitute the discipline of geography. This course will provide knowledge of both physical and human geography. The class will go off interactively and sometimes will have discussions, small works, presentations, and so on.

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

- * Knowledge and understanding of geographic concepts, theory, and geographical perspectives in order to understand the world around you and interpret the diverse and complex human factors that shape our society;
- * Knowledge and understanding of the relationship between nature and human being;
- * The ability to collect relevant information on a topic, to process and critically assess information in order to make a research paper, and to introduce the research to other students both orally and in writing;
- * The ability to develop logical way of thinking.

STUDY MATERIALS:

<Textbooks>

- * none

<Reference books, sources of readings and other information>

- * Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons.

ASSESSMENT:

30%: Quizzes based on a previous class (= attendance)

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

20%: A research paper

- 10% is for a research paper

Students can choose research theme freely, but the research should be a geographical study. Students can visit the instructor's office by appointment, when one need advice for a research paper.

- 10% is for a presentation in a class

Students have a presentation that will be scheduled in the later stage of the course.

25%: Midterm exam

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

25%: Final exam

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

ACADEMIC PREPARATION: The instructor strongly recommends students to discard an image of geography at junior and high school.

POLICIES: One absence automatically loses 1 point. Tardy more than 5 minutes lose -0.5 point. If you can't attend with unavoidable reason such as funeral, you should inform secretary.

COURSE FORMAT AND ACTIVITIES: Lecture, presentation, and Discussion

SCHEDULE:

<Week 1>

Theme: Introduction of the Course and Systematic Geography

Readings: None

<Week 2>

Theme: Human Impacts on the Earth 1: Environment and Society

Readings: None

<Week 3>

Theme: Human Impacts on the Earth 2: Environmental Sustainability

Readings: None

<Week 4>

Theme: How to read Landscape

Readings:

<Week 5>

Theme: Concept of a City

Readings:

<Week 6>

Theme: Urban structure

Readings: an assigned reading from a book.

Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons.

<Week 7>

Theme: Segregation, Urban Planning

Readings:

<Week 8>

Theme: Residential Segregation

Readings: an assigned reading from a book.

Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons.

<Week 9>

Theme: Perception and Behaviour in Urban Settings

Readings: None

<Week 10>

Theme: Intra-Urban Mobility, International Migration

Readings: None

<Week 11>

Theme: Urban Issues: A Case Study

Readings: None

<Week 12>

Theme: A presentations on arbitrary-chosen subject: 1-2

Readings: None

<Week 13>

Theme: A presentations on arbitrary-chosen subject: 3-4

Readings: None

<Week 14>

Theme: A presentations on arbitrary-chosen subject: 5-6

Readings: None

<Week 15>

Theme: Final Exam

Readings: None

GEO320 REGIONAL GEOGRAPHY OF NORTH AMERICA (3 credit hours)

Instructor: Norie OSHIMA, PhD

Office hours: F 10.30-13.30

Website: -

Semesters: Spring2008

Office: C05

email: n-oshima@aiu.ac.jp

Meeting times:

DESCRIPTION: Regional geography deals with wide range of subjects and tries to find regional characteristics. This course designed to help students understand geographic characters of Canada and United States by studying both physical and human features of the area. First, we will consider geographical division of the North American continent. Then look at what kind of regional characteristics or universality that has been formed in each division. Both historical and contemporary issues will be discussed.

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

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

STUDY MATERIALS:

<Textbooks>

None

<Reference books, sources of readings and other information>

- * Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*. New York: John Wiley and Sons.
- * Bone, R.M. (2002): *The Regional Geography of Canada*. Oxford: Oxford University Press.
- * Warkentin, J. (2000): *A Regional Geography of Canada: Life, Land, and Space*. Scarborough: Prentice Hall.
- * Jordan, T., Domosh, M. and Rowntee, L. eds. (1994): *The Human Mosaic*. New York: Harper Collins.

ASSESSMENT:*5%: Class Attendance and active participation in discussions*

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

*30%: Quiz based on a previous class**20%: A research paper*

- 10% is for a research paper

Students can choose research theme freely, but the research should be a geographical study. Students can visit the instructor's office by appointment, when one need advice for a research paper.

- 10% is for a presentation in a class

Students have a presentation that will be scheduled in the later stage of the course.

20%: Midterm exam

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

25%: Final exam

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

ACADEMIC PREPARATION: The instructor strongly recommends students to discard an image of geography at junior and high school.

POLICIES: One absence automatically loses 1 point. Tardy more than 5 minutes lose -0.5 point. If you can't attend with unavoidable reason such as funeral, you should inform secretary.

COURSE FORMAT AND ACTIVITIES: Lecture, presentation, and Discussion

SCHEDULE:

<Week 1>

Theme: Introduction of the Course and Regional Geography

Readings: none

Theme: Regions and Themes

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.3-21.

<Week 2>

Theme: Geographical Patterns of the Physical Environment

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.22-49.

Theme: Foundations of Human Activity

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.51-71.

<Week 3>

Theme: Magalopolis

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.72-105.

Theme: The North American Manufacturing Core

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.107-129.

<Week 4>

Theme: Canada's National Core

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.131-149.

Theme: The Bypassed East

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.

New York: John Wiley and Sons, p.151-167.

<Week 5>

Theme: Appalachia and the Ozarks

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.169-188.

Theme: The Changing South

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.189-216.

<Week 6>

Theme: The Southern Coastlands: on the Subtropical Margin

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.217-237.

Theme: The Agricultural Core

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.239-261.

<Week 7>

Theme: The Great Plains and Prairies

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.265-288.

Theme: The Empty Interior

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.289-314.

<Week 8>

Theme: The Southwest Border Area: Tricultural Development

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.315-333.

<Week 9>

Theme: The Southwest Border Area: Tricultural Development

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.315-333.

Theme: California

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.335-364.

<Week 10>

Theme: The North Pacific Coast

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.365-388.

Theme: The Northlands

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.389-406.

<Week 11>

Theme: Hawaii

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.
New York: John Wiley and Sons, p.407-420.

Theme: A presentations on arbitrary-chosen subject: 1

Readings:None

<Week 12>

Theme: A presentations on arbitrary-chosen subject: 2

Readings:None

Theme: A presentations on arbitrary-chosen subject: 3

Readings:None

<Week 13>

Theme: A presentations on arbitrary-chosen subject: 4

Readings:None

Theme: A presentations on arbitrary-chosen subject: 5

Readings:None

<Week 14>

Theme: A presentation on arbitrary-chosen subject: 6

Readings:None

Theme: A presentations on arbitrary-chosen subject: 7

Readings:None

<Week 15>

Theme/Theories/Key concepts: Final Exam

Readings: None

HIS260 RUSSIAN MODERN HISTORY

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

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

COURSE OBJECTIVES

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

STUDY MATERIALS

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

ASSESSMENT

Percentage of each grading item

Homework assignments 100 points	25%
Participation in discussion 100 points	20%
Final examination 200 points	55%

Total number of points 400

EXPECTED ACADEMIC BACKGROUND

Sufficient English proficiency (EAR – 3 level and above)

POLICIES

Attendance is required.

Interest in the subject is encouraged.

Presentation skills are appreciated.

Learning Russian language is considered an advantage.

FORMAT AND ACTIVITIES

Lecture/seminar with regular presentations and discussions.

Viewing additional documentaries (optional).

CLASS SCHEDULE

1. Background and Early History

Geography and Historical Contacts – The Family of Nations – Religious Roots – The Emergence of Russian State – Kiev Russia - Russian Heartland and the Concepts of Imperial Power – The Dynasties.

2. From the Middle Ages to the End of the 18th Century.

The Mongol Yoke and the Retarded Pace of Historic Evolution – Moscow and the Final Liberation of the Nation – Ivan the Terrible and his Age – Peter the Great and his Age – Russia and Europe – Catherine the Great and her Age.

3. 19th Century – The Golden Age of Russian Culture

The National Patriotic War against Napoleon's Invasion – The First Liberalist Movements – Pushkin, Lermontov, Gogol and other great writers - The Major Reforms – The Formation of Russian Intelligentsia.

4. The Revolutionary Trends in the Late 19 – Early 20th cc.

Revolutionary Populism – The Development of Marxism – From Populism to the Socialist Revolutionaries – The Emergence of the Revolutionary Terrorism – Tolstoy, Dostoevsky and other Humanists.

5. Revolution, Reaction and Reform (1904-1914)

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

6. **The Silver Age of Russian Culture (Late 19 – early 20th cc.)**
Literature – Painting – Architecture – Music – The Most Advanced Culture of the Intellectuals and the Conservative Masses.
7. **Presentations and discussions**
8. **Russia in the World War 1 and the Bourgeois Revolution**
Russian Empire in the World War 1 – Wartime Diplomacy and Alliances – The Degrading Army – Bolsheviks and the Home Front – The Total Crisis of the Administration – The March Revolution and the Abdication of the Tsar.
9. **From March to November 1917**
The “Dual Power” - The Bolsheviks under Lenin’s Leadership – Kornilov and the Rightward Shift – The Leftist Push – The November Revolution as a Perfect Coup d’état. – The Power of Terror.
10. **Civil War and War Communism (1917-1921)**
First Steps of the Bolsheviks – The Beginning of the Civil War – The Reaction of the West and the Antanta Invasion – Further Developments – The Bloody Victory.
11. **The New Economic Policy and Power Struggle (1921-1927)**
Economic and Political Controls of NEP – Lenin’s Last Years – The Struggle over Succession – The Advent of Stalin.
12. **Presentations and discussions**
13. **The Soviet Union under Stalin’s Rule 1**
Struggle in the Communist Party and Stalin’s Triumph (1929-1934) – The Great Purges – The Policy of State Terror – Oppressed Religions – Totalitarian Machine and the Nation – The Cult of Personality – The Realm of Fear.
14. **The Soviet Union under Stalin’s Rule 2**
The Great Industrialization Debate (1924-1928) - The Five Year Plans – Playing on the Enthusiasm – Forced Collectivization and the Tragedy of Russian Peasantry – The Totalitarian Abuse of Culture – Ideological Press – Stalin’s “Cultural Revolution” in Education – Anticosmopolitan Policy and the Arts.
15. **Soviet Foreign Policy and World War 2**
The USSR versus the West (1917-1927) – Neoisolationism (1928-1933) – Steps to Collective Security (1934-1937) – Soviet-Japanese Conflicts – The Nazi-Soviet Pact (1939-1941) – The German Invasion – The 1942 Campaign and the Turning

Point of the War – Soviet Offensives and Allied Victory - The USSR and the Far Eastern War.

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

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

17. The Brezhnev’s Era (1964-1982)

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

18. The Soviet Gerontocracy Rule (1982-1985)

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

19. Gorbachev and Perestroika Reformation (1985-1991)

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

20. The Collapse of the USSR (1991)

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

21. Presentations and discussions

22. The Yeltsin Era (1991-1999)

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

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

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

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

24. Final Examination

HIS 270: Modern History of the United States

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

Instructor: Itsuki Kurashina Office: C-17

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

Course Goals

This course has two primary goals:

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

Course Description

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

Classroom Activities

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

Prior Academic Preparation

None

Evaluation

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

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

Attendance 10%

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

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

Course Materials

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

Course Schedule

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

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

HIS 290: Modern Korean History

Spring Term: Monday and Wednesday 9:00 – 10:15 AM

Instructor: C. Kenneth Quinones, Ph.D., Office A2

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

Office Hours: MW 10:30 – 12 Noon

Course Goals

The course has three primary goals. The first is to improve students' ability to use English to acquire new information and to express their personal views. Secondly, students will be required to learn and to analyze different points of view regarding key issues in Korean history. Finally, students will be called upon to explain in spoken and written English what they have learned about Korea and to explain their personal assessment regarding controversial issues related to Korea.

Course Description

Students will be introduced to the history of modern Korea, both North and South Korea, since the middle 19th Century. The emphasis will be on acquiring familiarity with key political, economic and international developments and issues that have made Korea the center of turmoil in East Asia for more than one century. We will also explore the historical background behind Korea's division, the Korean War, South Korea's emergence as a leader in the world market, North Korea's struggle to emerge from poverty, and the tensions that trouble Japan's relations with both Koreas.

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 verbal and written presentations during class.

Presentations and Papers: Each student will be called upon to make two oral presentations about an important and controversial topic regarding Korean history. The presentation should be made in English and last about 10 minutes. A three page typed outline, in English, is to accompany the presentation. The paper should contain a paragraph that states the presentation's main purpose followed by an outline of the key points which the student will make during the presentation. The paper is to have a conclusion which summarizes the student's personal point of view and a list of sources used to prepare for the presentation.

Some suggested topics:

- Did Japan try to modernize or conquer Korea in the 19th Century?
- Was Japan's main motivation self defense or imperialism when it waged war against China and Russia over Korea?
- Was Japan's colonization of Korea beneficial to Korea, or did it cause the Korean people suffering?
- What were the main factors that contributed to Korea's division?
- Was the Korean War a, war against aggression, a "civil war" or a war of "liberation?"
- Which is correct - Tokto or Takeshima Island?
- Which is correct - Sea of Japan or East Sea?
- Why do Koreans oppose the Prime Minister's visits to Yasukuni Shrine?
- Should Japan send humanitarian aid to North Korea?
- How would it be possible to resolve the Abduction Issue?

Prior Academic Preparation

None

Evaluation

Written Quizzes 50%: There will be three short written examinations to test students' ability to identify important persons and dates in Korean history. Students will be provided a list of key terms and dates to study.

Class Presentations 40%: Students will be required to make two verbal presentations in English, each about 10 minutes long, to the class about controversial historical topics. Each presentation is to be accompanied by a short, three page outline in English 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.

Course Materials

All students will be required to read selected portions of, **A Complete Idiot's Guide to Understanding North Korea (Penguin Alpha Books)**. Additional reading materials will be distributed in class.

Class Schedule and Reading Assignments

South Korea

Week 1.

- General course introduction
- Korea's Land and People
- What do you know about Korea?

Week 2.

- Are there one or two Koreas?
- Korea Before Imperialism -- Korea and the Chinese World Order

Week 3.

- Korea Before Imperialism -- Western Invasion of East Asia
- Korea Before Imperialism -- Korea's Response to the West

Golden Week

- No class
- No class

Week 4.

- Japan's Response to Western Imperialism and Korea
- Korea's Response to Meiji Japan

Week 5.

- 1st Quiz and Student Presentations
- Student Presentations

Week 6.

- Japan's Annexation of Korea
- Japan's Colonization of Korea

Week 7.

- Setting the Stage for Korea's Division
- Korea's Division – Who Divided Korea?

Week 8.

- The Korean War
- The Cold War and Korea

Week 9.

- Quiz 2 and Student Presentations
- Student Presentations

Week 10.

- South Korea
- South Korea – A Democracy?

North Korea

Week 11.

- North Korea – A Dictatorship or a Monarchy?

Week 12.

- Korea After the Cold War
- Famine in North Korea

Week 13.

- The Nuclear Issue on the Korean Peninsula
- South Korea and Japan

Week 14.

- Holiday
- North Korea and Japan

Week 15.

- Final quiz and student presentations
- Student presentations

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

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

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

OBJECTIVES

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

STUDY MATERIALS

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

ASSESSMENT

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

EXPECTED ACADEMIC BACKGROUND

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

POLICIES

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

FORMAT AND ACTIVITIES

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

CLASS SCHEDULE

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

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

Excerpt from a film on Rites of Passage (Sumatra)

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

Excerpt from a film “Greek Mythology”

9. Presentations and Discussion

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

Excerpt from a film “Cultural Legacy of India”

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

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

Excerpt from a film “Yoga and Miracles”

13. Presentations and Discussion 13

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

Excerpt from a film on Buddhist Art

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

Buddhism and Modern Society.

17. Presentations and Discussions

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

Excerpt from a film "Cultural Legacy of China"

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

Excerpt from a film on ancient Kung-fu Traditions

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

Excerpt from a film on Chinese Art

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

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

23. Discussion on Chinese Culture

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

Excerpt from a film on Zen Karesansui Gardens

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

Globalization.

Final Exam.

HUM170: Religion and Bioethics

Instructor: Soho Machida, Ph.D.

Credits: 3

Course Description:

The cutting edge of bio-medical technology is bringing up unprecedented ethical issues to our society. None of religious traditions are equipped to provide comprehensive answers to the complicated questions regarding the influence of technological progress on human life. We will study current developments in biosciences which may lead to ethical controversies, and then we will examine the ethical dimension of particular issues. Students will be also trained to express persuasively their personal views on these and other matters through the debate practice in each class.

Course Objectives:

It is crucial for young generations to know what is going on in the field of bio-medical science, because they are going to be sooner or later exposed to diverse options of advanced technologies. In this course students will develop awareness of the importance of the complicated moral issues brought up by the progress in bio-medical sciences. They will be better prepared to make their own decisions in the critical moments of their life when they personally encounter such problems. This course is designed for students with limited knowledge of bio-medical technology or ethics. Students' understanding of the difficult topics will be facilitated through the use of appropriate handouts and films.

Course Materials:

USEFUL WEBSITES:

Wikipedia: <http://en.wikipedia.org/wiki/Bioethics>

Religion & Ethics: <http://www.bbc.co.uk/religion/>

Bioethics Topics: <http://wwwbhs.bham.wednet.edu/depts/science/crissy/topics-ethics.htm>

Grading Methods:

Attendance (30%)

Debate Participation (40%)

Short Paper (30%)

Schedule:

- 1st Week **What is Bioethics?**
Film for debate: "Mask"
- 2nd Week **Organ Transplant**
Film for debate: "Lorenzo's Oil"
- 3rd Week **Artificial Fertility**
Film for debate: "Gattaca"
- 4th Week **Enhancement**
Film for debate: "Bicentennial Man"
- 5th Week **Regenerative Medicine**
- 6th Week **Euthanasia**
Film for debate: "The Sea Inside"
- 7th Week **Religious Perspectives**
Film for debate: "Mission"
- 8th Week **Meaning of "Life"**
Film for debate: "Patch Adams"

Note:

Lecture dates (subject to change): 8 times

Short paper: 2pages with reference due one week after the last class



Real to Reel:
Introduction to Film Studies

Spring Semester 2008

Dr. Darren-Jon Ashmore.

INTRODUCTION TO FILM STUDIES

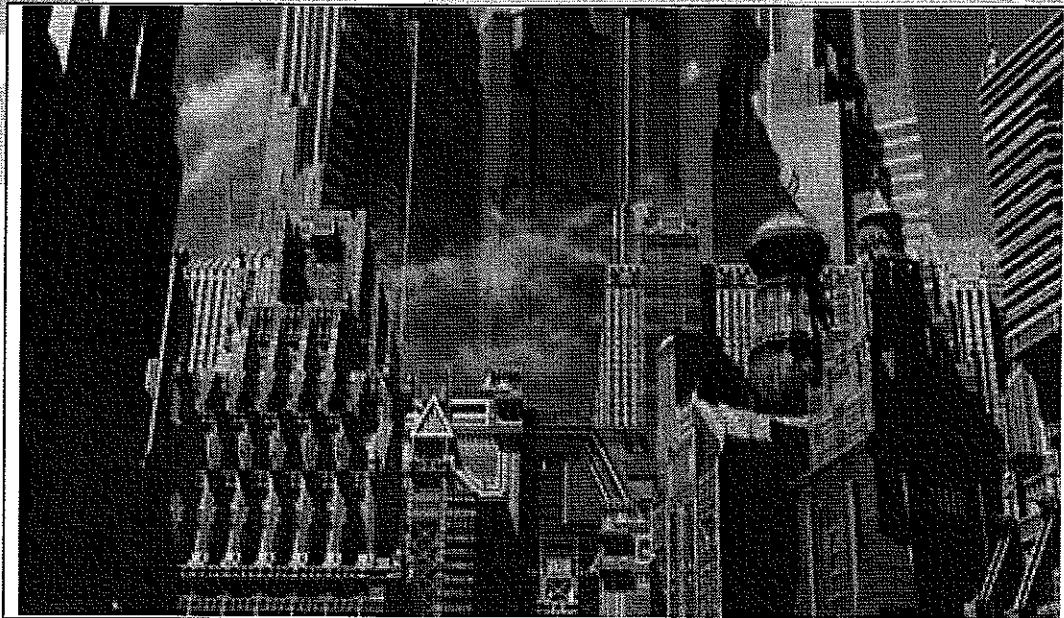
Dr. Darren Ashmore. Room A-16. Tel: 5955. Email: lupin3@aiu.ac.jp

COURSE DESCRIPTION

The course will focus on directors, actors, and studios that are leaving a lasting mark on cinema history. It will also focus on how regional cinema aesthetics differ from what we now know and the Hollywood Norm. The aim of this course is not only to introduce students to thinking about motion pictures as more than just entertainment and, as such, will also to use cinema as a window into the culture and sensibilities of their creators. We will be viewing one feature film per week in the main. Much of the class will revolve around in-class discussions of the works viewed and the books read.

COURSE OBJECTIVES

- To provide an introduction and an overview of World Cinema, focusing primarily on the works of recent directors.
- To acquire a greater aesthetic understanding of the differences between the different 'cultures of film' which are represented in the course.
- To come to a greater understanding of the cultures that are depicted in the films (and that produced them into the bargain).
- To develop a critical sense and appreciation for cinema as a social/historical tool.
- To develop student's analytical skills and ability to think critically about the use of history in developing an understanding of modern film-making.



STUDY MATERIALS:

<Core Textbook>

- Kolker, Robert. P. Film, Form, and Culture. McGraw-Hill. 2005. ISBN-10: 0073123617. ISBN-13: 978-0073123615

<Other Readings> (The following can be found in the AIU library – the electronic version of the course outline has hyperlinks to the OPAC section on the AIU intranet)

- Alien zone : cultural theory and contemporary science fiction cinema / edited by Annette Kuhn. -- : pbk. -- Verso, 1990.
- Cinema and history / Marc Ferro ; translated by Naomi Greene. -- alk.paper, pbk. : alk. paper -- Wayne State University Press, 1988. -- (Contemporary film studies)
- Cinema anime : critical engagements with Japanese animation / edited by Steven T. Brown. -- Palgrave Macmillan, 2006.
- Film and the working class : the feature film in British and American society / Peter Stead. -- Routledge, 1989. -- (Cinema and society).
- The haunted screen : expressionism in the German cinema and the influence of Max Reinhardt / by Lotte H. Eisner ; [translated from the French by Roger Greaves]. -- : pbk. -- 1st California paperback ed. -- University of California Press, 1973.
- The Oxford history of world cinema / edited by Geoffrey Nowell-Smith. -- Oxford University Press, 1996.
- Unspeakable images : ethnicity and the American cinema / edited by Lester D. Friedman. -- : cl. -- University of Illinois Press, 1991.

Other readings will be mandated in the course materials – these will either be available from the library, or provided for you at the appropriate time.

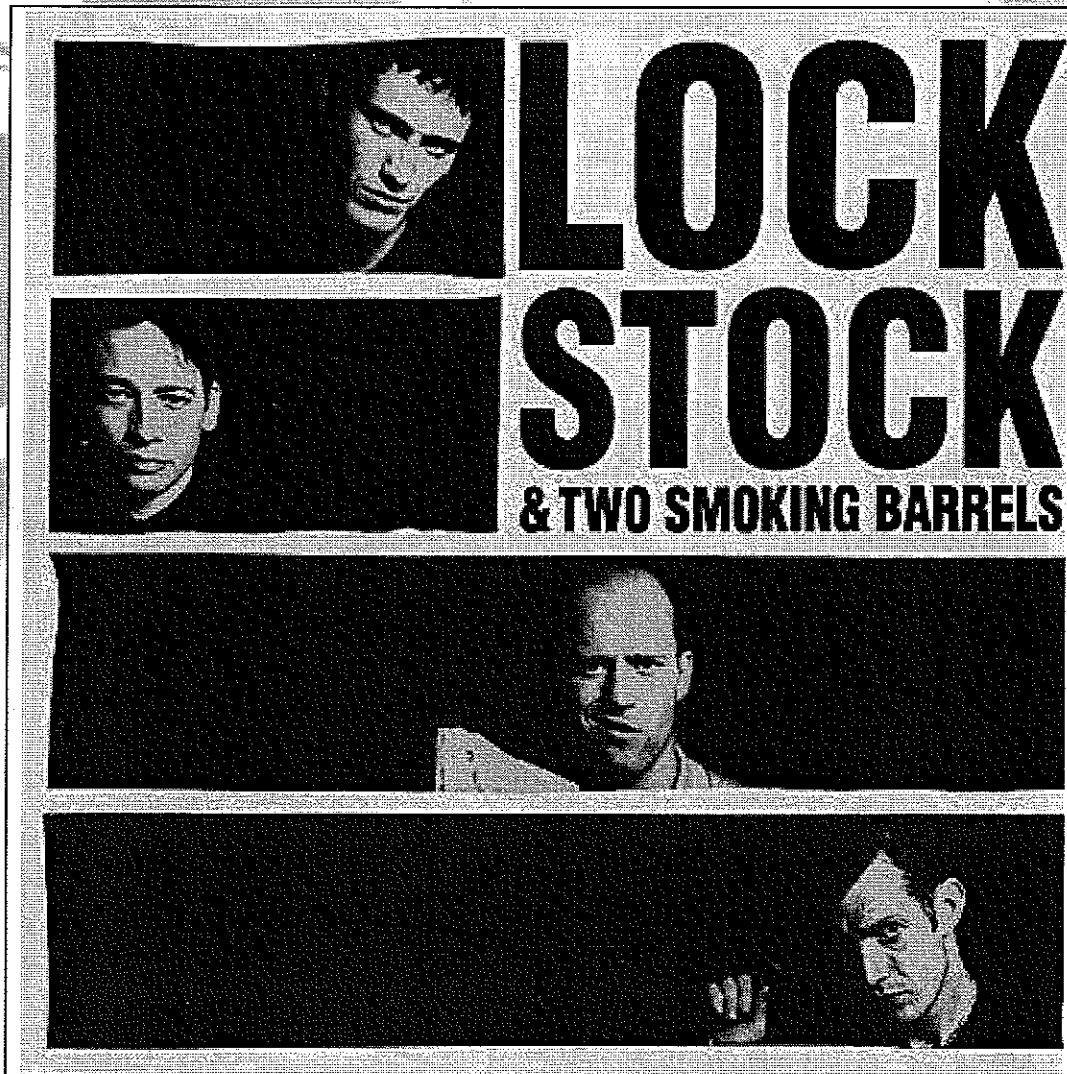


ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following three areas: (1) Essay (40% in total), (2) Final examination (30%), and (3) Seminar assignments/class participation (30%).

Assessment will be as follows:

- **Essay:** ONE, of no more than 4,000 words in length, to be submitted no later than the *end of week ten*.
- **Examination:** ONE, to take place at the end of the course.
- **Seminar Assignments:** WEEKLY, in the form of a small essay/presentation (no more than 1,000 words/10 mins) on the subject at hand. As decided in class.

NOTE: Class discussions will earn you a good percentage of your final mark. Therefore you must be willing and ready to communicate in our reviews of each film,



Essay Questions: Any of the Seminar questions may be selected, and expanded upon, as your essay topic for this course. However, essay titles **MUST** be submitted to me **before the end of week three.**

In addition, anyone wishing to research a different issue may come to see me **before the end of week three** to agree upon a question of their own choosing (a thing which I strongly endorse).

NOTE: All films where possible will be subtitled in Japanese, however in some cases it will only be possible to provide English subtitles and, in other cases, no subtitles at all.

Japanese students must be aware of this.



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. To this end, an electronic copy of the essay will also be collected to check using plagiarism software.

COURSE FORMAT AND ACTIVITIES: **FORMAT:** Each week will be divided into a screening of 120 min and an open seminar session of between 60 min. The lecture will present the main views on each subject area and provide the students with a starting point for their own thought. The follow-up seminar will require the students to discuss and/or make presentations on their understanding of the material. These sessions (and main class time as required) will also be sometimes used for screening video material.

NOTE: Attendance is *compulsory*: The course is popular and places are limited. Please respect this rule.



SCHEDULE:

Part One: Cultural rewriting

<Week 1>

Theme: *Britflicks 1: "Lock, Stock and Two Smoking Barrels"*.

Lecture: Introducing the subject of Film Studies with Guy Ritchie's wry look at British gangland cinema. A film much praised for its narrative techniques and witty dialogue, this film has, much like the 1968 Michael Caine vehicle "Get Carter", been credited with revitalizing the British Film industry.

Seminar Question: "Is it wrong to turn villains into folk-heroes, or are such films simply a reflection of a general social desire to make heroes out of defined rebels?"

<Week 2>

Theme: *German Cinema 1: "Downfall"*.

Lecture: Based on Joachim Fest's book, "Inside Hitler's Bunker", Bernd Eichinger paints a bloody portrait of the deteriorating state of the sanity of the Nazi elite as their dreams of a 'Thousand Year Reich' come crashing down amid allied shells. The first film in post-war German history to even attempt to paint Adolf Hitler as anything other than a pathologically deranged monster, this film has won equal praise and revulsion for its moral stance and honest (?) appreciation of these events.

Seminar Question: "Where is the dividing line between art and morality? When should German film makers stop apologizing for the past?"

<Week 3>

Theme: *Chinese Cinema 1: "Hero"*.

Lecture: A reworking of Akira Kurosawa's *Rashomon* in which different views of the Tyrannical Qin Emperor are presented in vivid colour and glorious action. *Hero* was first released in China on October 24, 2002; it was both the most expensive and the highest-grossing motion picture in Chinese cinema history. Miramax owned the American-market distribution rights, but delayed the release of the film for nearly two years. It was finally presented by Quentin Tarantino to American theaters in August 27, 2004.

Seminar Question: "Though the director remains ambiguous on the issue, who do you feel actually is the titular Hero of this film?"

<Week 4>

Theme: *Special Selection One: "A Matter of Life and Death"*.

Lecture: Celebrating the work of Emeric Pressburger and Michael Powell - Britain's greatest film makers (IMHO).

Seminar Question: Review Presentation: You review can be any of the first three films.

"Forget the grand plan. Forget the master scheme. Forget control.
That is the bleak but true basis of independent cinema. Inch by
motherfucking inch we must, because we have no other choice." —

Oliver Stone

Part Two: Social Struggle

<Week 5>

Theme: *Animation 1: "Metropolis"*.

Lecture: *Metropolis* is an anime movie released in Japan in 2001 and based on the *Metropolis* manga created by the late Osamu Tezuka. Written and directed by Rintaro and Katsuhiro Otomo, the film is essentially a reworking of Fritz Lang's masterwork of the same name, but with a decidedly modern Japanese slant.

Seminar Question: "Technology, and the fear of technology, seems to be the overwhelming theme of this film. However, if that is truly the case, then what is the purpose of Tima's ultimate redemption?"

<Week 6>

Theme: *Russian Cinema 1: "Alexander Nevsky"*.

Lecture: One of the great masterpieces of World Cinema, this retelling of the 1236-1242 invasion of Russia by Teutonic and Swedish forces and their defeat at the hands of the eponymous hero. Directed by Eisenstein at a time of great ill will between Germany and Russia, this film is both a triumph of art and a masterpiece of political propaganda.

Seminar Question: "Film as political power. Who really directed *Alexander Nevsky*? Sergei Eisenstein, or Josef Stalin?"

<Week 7>

Theme: *Britflick's 2: "Trainspotting"*.

Lecture: A damning examination of British social inequity and cultural degeneration in Scotland. Danny Boyle's breakthrough film tells the harrowing tale of what drives the working young of this 'great nation' to drugs, violence and crime.

Seminar Question: "Redemption through betrayal is the road which Renton eventually takes, but what can be said of a soul which follows such a dark path?"

<Week 8>

Theme: *Special Selection 2: "Henry V"*.

Lecture: The Lawrence Olivier version of *Henry V*, made – like *Alexander Nevsky* – at a time of war. However, this film paints an interesting picture of national unity and solidarity with France through – ironically – the conflict of the hundred years war.

Seminar Question: Review Presentation: You review can be any of the films in weeks five to seven.

Part Three: Dreams and Desires

<Week 9>

Theme: *French Cinema 1: Le Pacte des loups*.

Lecture: (*Brotherhood of the Wolf*). The film is loosely based on a real-life series of killings that took place in France in the 18th century.

Seminar Question: "A film of rich colour and visual splendour, but is it all wrapping and go goods? What does the *Brotherhood of the Wolf* have to say for itself once the covers have been removed?"

"Cinema is the most beautiful fraud in the world" –
Jean-Luc Goddard

<Week 10>

Theme: *Japanese Cinema 1: "The Seven Samurai"*.

Lecture: Akira Kurosawa's Greatest film. A lurid look at Civil War Japan in which the social breakdown of the age is painted large and directly applied to modern Japanese minds.

Seminar Question: "Examine the personalities of the seven defenders. Each one is a very different version of the samurai ideal and each finds their own analogues in modern society."

<Week 11>

Theme: *Spanish Cinema 1: "El Dia de la Bestia"*.

Lecture: (Day of the Beast). Alex de la Iglesia's cutting black comedy which exposes the West's underlying culture of ethnocentrism and hatred of outsiders. Witty, blood-thirsty and always thought provoking.

Seminar Question: "Compare and contrast the characters of Father Angel, his Rock'n'Roll slacker friend Jose-Maria and the TV Psychic Prof. Cavan whom they recruit to fight the titular beast?"

<Week 12>

Theme: *Viewer's Choice*.

Lecture: A free choice of film this week. Votes to be in by the end of week two (So I can buy the film in time).

Seminar Question: Review Presentation: Your review can be any of the films in weeks nine to eleven.

Part Four: Laughing Gravy

<Week 13>

Theme: *Special Cinema 1: "Monty Python and the Holy Grail"*.

Lecture: Llama bites are nasty. My sister was bitten by a Llama you know... Often considered to be the perfect comic film, this offering by the Monty Python team serves up some very surreal examples of Arthurian Lore (and a few swallows – though whether they are African or European swallows remains to be seen).

Seminar Question: "Attempt to review this film without your brains trickling out through your ears, with special reference to the narrative use of animation and anachronistic counter-plot devices?"

<Week 14>

Theme: *Special Cinema 2: "The Good, The Bad and the Ugly"*.

Lecture: What Quentin Tarantino did for the Samurai Drama, Sergio Leone had already done to the western, decades previously.

Seminar Question: "Who shot the Sheriff? Is this film Leone's attempt to bury the western as a genre?"

<Week 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.

"Anybody can direct, but there are only eleven good writers"
– Mel Brooks

HUM 180-1 INTRODUCTION TO TOHOKU CULTURE (3 credit hours)

Instructor: Norie OSHIMA, PhD

Office hours: F 10.30-13.30

Website: -

Semesters: Spring2008

Office: C05

email: n-oshima@aiu.ac.jp

Meeting times:

DESCRIPTION: Akita is one of prefectures in Tohoku region. As well as other prefecture in Tohoku region, Akita is rich in local culture that still remains as a precious event/ custom/ lifestyle/ form in an area. Students start studying with finding the answer for 'Where is Tohoku?' and 'what is culture?'. This course provides introduction to Akita culture through studying various kind of culture that are maintained by local people. You may see the local culture that inherit from their ancestors and will leave to future generations in fieldtrips.

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

- * Understanding of richness and diversity of Akita culture;
- * Understanding of particularity and universality of Akita culture;
- * The ability to collect relevant information on Akita culture, to process and critically assess information in order to make a research paper, and to introduce the research to other students both orally and in writing;
- * The ability to develop a logical way of thinking.

STUDY MATERIALS:

<Textbooks>

None

<Reference books, sources of readings and other information>

Ferraro, G. (2006): Chapter 2, The Concept of Culture in '*Cultural Anthropology*'. Thomson Wadsworth, pp26-47.

Fukuda, T. (2005): Theorizing Local Culture: Cultural Turns in Contemporary Japanese Society and Current Studies on Local Culture. *Human Geography*, 57-6, pp. 3-15.

Mitchell, D. (1995): There's No such Thing as Culture: Towards a Reconceptualization of the Idea of Culture in Geography. *Transaction of the Institute of British Geographers*. 20-1, pp102-116.

Byron Earhart, H. (2004): *Japanese Religion: Unity and Diversity*. Thomson.

Yamori, K. (1990): *The Regional Structure of Japanese Castle Towns*. Taimeido, pp.417-421.

ASSESSMENT:

10pts: Active participation in the class (includes attendance)

60pts: 4 reports on excursions (15 points for each)

30pts: Presentation

(15pts is for the first presentation, 15pts is for the second presentation)

ACADEMIC PREPARATION: None

POLICIES: If you can't attend with unavoidable reason such as funeral, you should inform secretary.

COURSE FORMAT AND ACTIVITIES: Lecture, Presentation and Excursion

SCHEDULE:

<Week 1>

Theme: Introduction of the Course

Readings: none

<Week 2>

Theme: Tohoku in Japanese Cultural Realm

Readings:

<Week 3>

Theme: What is culture?

Readings: Ferraro, G. (2006): Chapter 2, The Concept of Culture in '*Cultural Anthropology*'. Thomson Wadsworth, pp26-47.

<Week 4>

Theme: Current Studies on Local Culture

Readings: Fukuda, T. (2005): Theorizing Local Culture: Cultural Turns in Contemporary Japanese Society and Current Studies on Local Culture. *Human Geography*, 57-6, pp. 3-15.

Mitchell, D. (1995): There's No such Thing as Culture: Towards a Reconceptualization of the Idea of Culture in Geography. *Transaction of the Institute of British Geographers*. 20-1, pp102-116.

<Week 5>

Theme: Excursion 1: Castle Town Akita

Readings: Yamori, K. (1990): *The Regional Structure of Japanese Castle Towns*. Taimeido, pp.417-421.

<Week 6>

Theme: Excursion 2: Toshima and Wada Settlement

Readings: None

<Week 7>

Theme: Excursion3: Mitake Shrine

Readings: Byron Earhart, H. (2004): *Japanese Religion: Unity and Diversity*. Thomson.

<Week 8>

Theme: Excursion4: Traditional houses

Readings: None

<Week 9>

Theme: Traditional drama

Readings: None

<Week 10>

Theme: Festivals in Akita

Readings:

<Week 11>

Theme: Reclaimed village Ogata

Readings: None

<Week 12>

Theme: Preserved Town Kakunodate

Readings: None

<Week 13>

Theme: New Year's Events and Foods

Readings: None

<Week 14>

Theme: Student's presentation

Readings: None

<Week 15>

Theme: No Final Exam

Readings: None

HUM190:Introduction to Tohoku Culture II			
Instructor:	Hidemichi Tanaka	Office:	C11
Phone:	018-886-5988	E-mail	
Credits:	3		
Style of Class:	Lecture and Seminar		
Course Description:			
<p>The culture of Tohoku region is often considered different and independent from the culture of the central regions of Japan because of its remote geographical location in the North-Eastern part of Honshu. However, it would be an error to assume that because of this independence Tohoku has become culturally underdeveloped. To the contrary, it has its own rich, original cultural tradition very much worth exploring. The course is intended for students who are interested not only in the culture of Tohoku, but in Japanese culture in general. Students will explore characteristics of Tokoku culture by learning new ways to observe and to study this rich and diverse cultural region. Through this course they will have an opportunity to visit temples, shrines, towns, art works, representative for Tohoku.</p>			
Course Objectives:			
<p>This course has as the main objective to provide students with ability to discuss and appreciate not only culture of Tohoku district but also of all Japan. After all, Tohoku culture is an important part of Japanese culture to which it has made important contributions.</p>			
Course Materials:	TBA		
Grading Methods:			

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

	1 st Week	
	2 nd Week	
	3 rd Week	
	4 th Week	
	5 th Week	
	6 th Week	
	7 th Week	
	8 th Week	
	9 th Week	
	10 th Week	
	11 th Week	
	12 th Week	
	13 th Week	
	14 th Week	
	15 th Week	

Note:

e.g. Students have to pay special fee to cover the cost of activities.