

IST130-1: Introduction to Global Studies

Spring Term: TW 14:00-15:15

**Instructor: Mineo Nakajima, C. Kenneth Quinones
Tetsuya Toyoda, Naoya Yamazaki**

**Office: A-1 (Nakajima), C-9 (Quinones)
C-16 (Toyoda), C-13 (Yamazaki)**

Office Hour: To be announced by each faculty

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Course Objectives

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

Course Description

This is a required Basic Education course. The concepts of “globalization” and “globalism” have become an increasingly popular term to describe a wide variety of world-wide trends. A team of instructors will introduce the class in a series of lectures to the various meaning of “globalization” and “globalism”.

Classroom Activities

Students will receive lectures, and be tested on the lectures’ contents, assigned readings and hand-outs.

Prerequisite

None

Evaluation

500-word essay by Nakajima	40 %
Quiz by Quinones	20 %
Quiz by Yamazaki	20 %
Quick quizzes by Toyoda	20 %

Course Materials

Mineo Nakajima, *Kokusai Kankeiron: Doujidaishi eno Rashinban*
(International Relations: A compass for Contemporary
History). Tokyo: Chuko Shinsho. 2001 (15th edition).

Other materials will be distributed by each faculty.

Course Schedule

N: Nakajima, Q: Quinones, T: Toyoda, Y: Yamazaki

APRIL

- 9th Globalism-Definition (N)
- 15th The Yalta Agreement (N)
- 16th Overview: "The Clash of Civilizations" (N)
- 22nd China TODAY (China, Taiwan and Hong Kong) (N)
- 23rd "East Asian Community" (N)
- 29th National Holiday
- 30th No Class Day

MAY

- 6th National Holiday
- 7th Perusal of Samuel Huntington's "The Clash of Civilizations?" (Y)
- 13th Perusal of Samuel Huntington's "The Clash of Civilizations?" (Y)
- 14th Perusal of Samuel Huntington's "The Clash of Civilizations?" (Y)
- 20th Reactions to "The Clash of Civilizations?" (Y)
- 21st Reactions to "The Clash of Civilizations?" (Y)
- 27th Reactions to "The Clash of Civilizations?" (Y)
- 28th Quiz by Yamazaki (Y)

June

- 3rd "Why Globalize Yourself?"
- 4th Nationalism verse Internationalism
- 10th Modernization or Westernization?
- 11th Confucianism and Capitalism
- 17th Communism and Socialism
- 18th East verse West

24th Quiz by Quinones

25th Introduction to Zifcak's "Globalizing the rule of law" (T)

July

1st The concept of the rule of law (T)

2nd Institutional underpinnings for an international rule of law (T)

8th International political governance and the rule of law (T)

9th International economic governance and the rule of law (T)

15th The UN human rights institutions and the rule of law (T)

16th An international rule of law?: your views (T)

22nd Discussion (N)

23rd Q & A (N)

29th 500-word essay by Nakajima

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

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

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

Note:

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IST-230 INTERNATIONAL DEVELOPMENT STUDIES (3 CREDIT HOURS)

Instructor: Kouichi MORIZONO
Email: morizono@aiu.ac.jp
Office: A-10
Semesters: Spring, Fall

DESCRIPTION:

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

OBJECTIVES:

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

STUDY MATERIALS:

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

<Reference books, source of readings and other information>

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

ASSESSMENT:

Final exam (25%)

Quizzes (25%)

Homework for submission (25%)

Country report (15%)

Class participation (10%)

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

EXPECTED ACADEMIC BACKGROUND:

There are no prerequisites for this course.

POLICIES:

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

FORMAT AND ACTIVITIES:

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

SCHEDULE:**<Week 1>**

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

(1) Website of WB: World Development Indicators 2005

<Week 2>

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

Readings and references:

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

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

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

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

<Week 3>

Themes: Development and Poverty: Concepts

Readings and references:

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

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

(3) Website of OECD/DAC. Poverty Guideline

<Week 4>

Themes: Poverty and Inequality: Measurement

Readings and references:

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

<Week 5>

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

Readings and references:

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

<Week 6>

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

Readings and references:

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

<Week 7>

Themes: Country Case Studies

Readings and references:

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

<Week 8>

Themes: Development Theories and Strategies: Classical Theories

Readings and references:

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

<Week 9>

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

Readings and references:

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

<Week 10>

Themes: Contemporary Development Models and Approaches

Readings and references:

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

<Week 11>

Themes: Specific Development Issues: Population

Readings and references:

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

<Week 12>

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

Readings and references:

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

<Week 13>

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

Readings and references:

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

<Week 14>

Themes: Contemporary Development Issues: Development Actors and Government Role

Readings and references:

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

<Week 15>

Themes: Overall Review and Final Exercise

Term: Spring, 2008

Ikebana (Flower Arrangement)

Mihoko Chiba

Office

Office Hour

Web Address: chibamihoko@aiu.ac.jp

Style of Class (Lecture/Seminar/Lab)

Day and Time T(19:00-20:40).W(15:30-17:10)

2 credits

Course Description

This is an experience course of Japanese culture whose contents are the practice of Japanese flower arrangement, lectures on flower, field trips, a guest instructor, student demonstrations.

Course Objectives

This course is designed to acquaint students with aspects of Japanese culture through the study of Japanese flower arrangement in both English and basic Japanese. The aim of this course is to provide students with a basic comprehension of flower as culture of Japanese life. Students are encouraged to master the basic skills followed in Ikebana.

Prerequisites

Class Materials

Kawase Toshiro, *Eigode Ikebana, The Book of Ikebana*

Materials are provided.

Supply fee will be charged

Reference Books or Materials

Henry Mittwer, *Zen Flowers*, Tuttle.

Other materials are provided.

Grading Methods

Attendance and writing assignment 40%

Mid-term examination 20%

Class demonstration 20%

Final examination 20%

Tentative Class Schedule

- 4/ 9 (W) 1st class Class introduction (hand out)
4/ 9 (W) 2nd class Flower and culture of Japanese life
4/22 (T) 3rd class History of Ikebana (p27-105)
4/22 (T) 4th class History of Ikebana (p27-105)
4/23(W) 5th class Basic idea of arrangement* (p110-119)
4/23(W) 6th class Basic idea of arrangement *(p110-119)
5/ 7 (W) 7th class Study of Japanese wildflower
5/ 7 (W) 8th class Field trip to a botanical garden (hand out)
5/21 (W) 9th class Styles of arrangement; moribana 1 * (p182-197)
5/21 (W) 10th class Styles of arrangement; moribana 1* (p182-197)
6/1(Sun) 11th class Sensyu tea gathering**
6/1(Sun) 12th class Sebsyu tea gathering**
6/ 3 (T) 13th class Mid term
6/ 3 (T) 14th class Mid term
6/4(W) 15th class The function of flower (p218-229, p188-197)
6/4(W) 16th class The function of flower
6/15(Sun) 17th class Field trip to Ikebana fair*** (p198-215)
6/15(Sun) 18th class Field trip to Ikebana fair***.
6/17(T) 19th class *Styles of arrangement; moribana 2*
6/17(T) 20th class *Styles of arrangement; moribana 2*
6/18 (W) 21st class Concept of Ikebana (p27-105)
6/18 (W) 22nd class Concept of Ikebana (p27-105)
7/ 8(T) 23rd class Free styles of arrangement; decalcomania
7/ 8(T) 24th class Personal Ikebana project
7/ 9(W) 25th class Ikebana demonstration and appreciation
7/ 9(W) 26th class Ikebana demonstration and appreciation
7/22 (T) 27th class Approach to the theory of culture of Japanese life
7/22 (T) 28th class Concept of Ikebana (p27-105)
7/23(W) 29th class Final examination
7/23(W) 30th class Final examination

Footnotes

- *Practice will be changed according to an instructor.
- ***Ikebana fairs will be held at kenritsu Bjyutsukan.
- **Sensyu tea gathering will be held at Sensyu Park.



Divine Fools:

Introduction to Japanese Performing Arts.

Dr. Darren Ashmore.

Divine Fools: Traditional Japanese Performing Arts.

3 credit hours (6 credit hours per week)

Winter Semester 2008

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

COURSE DESCRIPTION

This introductory course to Japanese traditional performing arts: *gagaku/bugaku*, *noh/kyogen*, *bunraku*, *kabuki* and folk/festival ceremonies. Trends in contemporary art and dance in Japan will also be presented. Readings include some classical works in the history of the field such as Zeami's treatises on the *noh* play and some recent monographs concerning some contemporary trends. Historical, literary, aesthetic, as well as spatial patterns and circumstances of each form will be discussed.

This course is designed to help students understand the cultural aspects of a variety of performance traditions and the ways in which each have been informed by the society in which they developed (and persist). Focusing on both historical roots and contemporary representations, the course charts the development of Japanese culture through the stage.

COURSE REQUIREMENTS

While there are no academic prerequisites associated with this course, most of the AV material we will view is only available in Japanese and, as such, international students need to be aware of this fact before signing up.

COURSE OBJECTIVES

Over the course of the program, student will:

- Develop an understanding of Japanese Theatre.
- Be able differentiate between important styles and genres.
- Define the differences between Japanese theatre and American/European offerings.
- Recognize unique and borrowed techniques that are used in Japanese stage art.
- Appreciate performing arts and theatre as artistic and cultural properties.
- Understand the social purpose of performing arts.
- Be able to recognize theatre's functions in both common and elite cultural context.
- Trace styles to specific people and to specific cultural forces.

STUDY MATERIALS:

<Core Textbooks>

- Various: An Introduction to the Japanese Stage. Tokyo, Kodansha. 2002.
- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Preinceton University Press. 1995.

<Other Readings – where available from the library, no publication info is given>

- Pound, Ezra. The Classic Noh of Japan. (AIU Library)
- Leiter, Samuel. Historical Dictionary of Traditional Japanese Theatre. (AIU Library)
- Senda, Akihiko. The Voyage of Modern Japanese Theatre. (AIU Library)
- Lee, William James. Genroku Kabuki. (AIU Library)
- Hironaga, Shuzaburo. Bunraku. (AIU Library)

More works are available in the library OPAC system and readings of special interest will be assigned with appropriate lecture notes.

Assessment will be as follows:

Essay: ONE, between 1,000 and 2,000 words in length, to be submitted *no later* than the *end of week ten (unless approval is sought)*.

Final Examination: ONE, to take place In at the end of the course (the final session will be designated as free study time and an opportunity to ask any questions).

Seminar Assignments: In the form of an essay/presentation (no more than 30 mins) on the subject at hand. *Note that not everyone will be required to present each week those not presenting will be required to submit their own research work on the topic and participate in the discussion.*

NOTE: Assignments and class discussions are an important part of the course, and will earn you a good percentage of your final mark. Therefore you must be ready to deal with this heavy workload and be willing communicate you views to the class in discussion.



Essay Questions:

Please come to see me by the end of session three to agree your essay question. It may follow one of the questions below, or may be based on independent research.

- 1: Considering the history of *Kabuki* and the Tokugawa governments' Morality Edicts of 1629. What impact did the banning of women from the stage have on *Kabuki*?
- 2: Discuss the history of the puppet in Japanese Folk Puppet theatre in the early Meiji Period – with particular reference to both the experiences of puppet performers and the views of the government.
- 3: Compare and contrast the *noh* works of masters Kan'ami and Zeami. To what extent does the conflict which existed between them reflect external influences on their art forms.
- 4: Discuss the ritual nature of early Japanese theatre forms – selecting either the animistic traditions of the *sangaku* branch or the Buddhist traditions of *heikyoku*. how much import can we assign to the religious component of Japanese theatre?
- 5: The Takarazuka has, at times, been described as ultra-feminist theatre and a parade of Japanese misogynistic nonsense. Why does this extravagant review company continue to draw huge crowds?
- 6: What is the significance of the *Miko* in *Miko-kagura* – what role does she play in the rituals of that tradition?
- 7: What roles did *Gagaku* and *Bugaku* play in the Imperial court in the classical period?
- 8: Why did temples, shrines and military authorities begin encouraging performing arts in the early Kamakura period – what were they hoping to achieve?



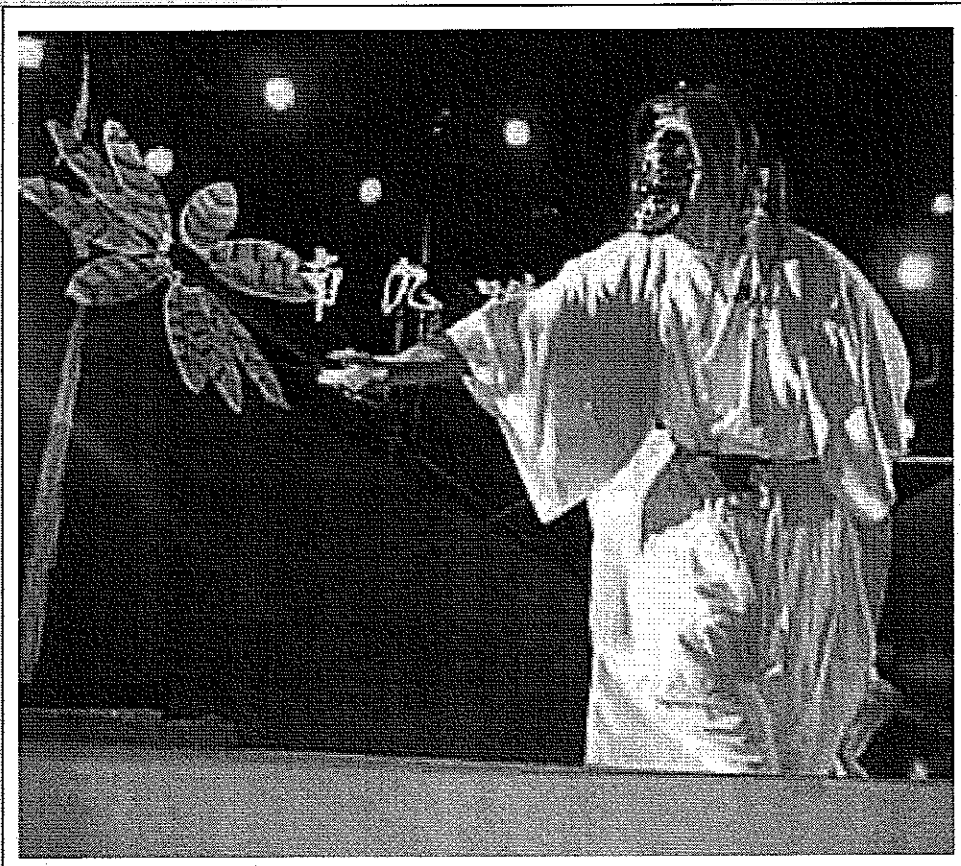
POLICIES: All assignments must be completed to receive a passing grade for this course. Acts of plagiarism or other forms academic dishonesty will be dealt with harshly. See <http://en.wikipedia.org/wiki/Plagiarism> for more information. To this end, an electronic copy of the essay will also be collected to check using plagiarism software.

COURSE FORMAT AND ACTIVITIES: **FORMAT:** Each session will be divided into a Lecture, followed by a screening of an important work, or a presentation by the students.

NOTE: Films – where possible – will be in Japanese with subtitles in English. However in many cases it will only be possible to provide Japanese material. International students must be aware of this.

NOTE: Attendance is compulsory. Failure to be at class – without approval – will result in course failure.

NOTE: There will be a number of long week/weekend field trips (to theatres and places of theatrical interest) associated with the course. To compensate you for this, the Friday Sessions will not take place.



SCHEDULE: Subject to Change – much like the weather, bus-fare and the mind.

<Week 1: Session A>

Lecture: Examining the evidence which exists for ritual performance traditions in the earliest records and why these traditions became important to the Japanese.

Seminar Question: Performing arts and social structure: what drives the desire to take to the stage?

<Week 1: Session B>

Discussion: Performing art and social structure: what drives the desire to take to the stage?

Screening: On Japanese religion

<Week 2: Session A>

Theme: *Kagura, and Gigaku.*

Lecture: Arguably the forms from which all the three grand traditional forms of Kabuki, Bunraku and Noh evolved. This week we will look at the forms and ritual significance of this family of arts and explore the ritual landscape of ancient Japan.

Seminar Question: 'Ritual and entertainment': can there be one without the other? Discuss the transition from the religious to the secular in performing arts.

Readings:

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995. (chapters 2 to 4)

<Week 2: Session B>

Discussion: Ritual and Entertainment, and how one can exist within the other.

Screening: Gigaku by the Imperial Court troupe.

<Week 3: Session A>

Theme: *A Theatre of the people.*

Lecture: Examining the break away from religious centres and the development of the wandering traditions of, Sangaku, Heikyoku, and the early ningyou arts. Following from the debate about the secularising of Japanese performing arts, this week deals with the powerful social pressures – both elite and plebeian – which helped shape performing arts in medieval period.

Seminar Question: Practical and beautiful: discuss the forces at work on itinerant artists and the effects that you feel that they had on artists and patrons.

Readings

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995.

<Week 3: Session B>

Discussion: The creation of Secular theatre – from Japan to Greece. What drives the creation of popular art?

Screening: Sangaku and other folk traditions.

<Week 4: Session A>

Theme: *Diversification.*

Lecture: Examining a variety of traditions which rose up in the middle ages, branching out from Kagura and Tengaku/Tamae.

Seminar Question: Discuss the social position of performers during this period.

Readings:

Ortolani, Benito. *The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism.* Princeton University Press. 1995. (chapter 5)

<Week 4: Session B>

Discussion: The Outcaste and the theatre – why were such arts in the hands of Eta and other *kawaramono*?

Screening: Dengaku (also known as Tamae).

<Week 5: Session A>

Theme: *Nogaku.*

Lecture: Examining the rise of the Noh and Kyogen in the Middle ages and its adoption by the military classes. Comparing the works of the four Great Masters (Kan'ami, Zeami, On'ami and Zenchiku), this week focuses on the creation of the professional artist.

Seminar Question: Discuss the patronage of *Kyogen* and *Noh*. How much does the influence of these patrons affect the development of the arts?

Readings:

Ortolani, Benito. *The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism.* Princeton University Press. 1995. (chapter 6)

<Week 5: Session B>

Discussion: The works of Zeami, warriors and the Noh – why were such powerful men drawn to the Noh Stage?

Screening: Kyogen.

<Week 6: Session A>

Theme: *Main Screening One: The Noh.*

Lecture: Screening of “Dai Han Nya”

Presentations will take place in Week 6: Session B on the Noh – small extra credit is on offer for volunteers.

<Week 6: Session B>

Discussion: Reviewing "Dai Han Nya" and the Noh as a whole – social, religious and artistic impact.

Presentations to take place in this session.

<Week 7: Session A>

Theme: *Kabuki*.

Lecture: From the licentious theatre of the Kawa River in Kyoto, to the Grand theatres of Edo, this week's lecture examines the cultural and political impact of a theatre form which became popular among all levels of urban Japanese society.

Seminar Question: Discuss the Tokugawa morality edicts of 1629 and the effects which it had on Kabuki – both positive and negative.

Readings:

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995. (chapter 7).

<Week 7: Session B>

Discussion: From Okuni to Onnagata – morality laws in Edo Japan (1629).

Screening: Excerpt from "Terakoya"

<Week 8: Session A>

Theme: *Main Screening Two: Kabuki*.

Lecture: Screening of "Kanjincho"

Presentations will take place in Week 9: Session B on the Noh – small extra credit is on offer for volunteers.

<Week 8: Session B>

Discussion: Reviewing "Kanjincho" and Kabuki as a whole – social, religious and artistic purpose.

Presentations to take place in this session.

<Week 9: Session A>

Theme: *Ningyou Joruri*.

Lecture: From the earliest forms of ritual, to the high art of Bunraku, this week's lecture focuses on the puppet in Japanese theatre and the intrinsically ritual content of this art form.

Seminar Question: Discuss the *Joruri* and *Kimpira* techniques of puppet theatre. What can we say about their different approaches to reality?

Readings:

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995. (chapter 8)

<Week 9: Session B>

Discussion: From Holy Wood to Thunderbirds – why are puppets still seen as a perfect form of theatre?

Screening: Excerpts from a variety of puppet performances.

Presentations will take place in Week 10: Session B on the Noh – small extra credit is on offer for volunteers.

<Week 10: Session A>

Theme: *Main Screening Three: Ningyou Joururi.*

Lecture: Screening of “The Lover’s Exile”.

<Week 10: Session B>

Discussion: Reviewing “Kanjincho” and Kabuki as a whole – social, religious and artistic purpose.

Presentations to take place in this session.

<Week 11: Session A>

Theme: *Contemporary Theatre: Shinpa, Shingeki and Musical Review.*

Lecture: Looking at the various directions in which the Japanese stage has gone since the Meiji period and the ways in which modern day writers/directors are still turning to the rituals of the past – whether that be in order to support or refute them – when addressing the problems of the day.

Seminar Question: Does drawing from foreign theatre/literary/cultural sources damage the Japanese theatre and dilute its ability to speak to an increasingly worldwide audience about Japanese concerns.

Readings:

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995. (chapters 9 to 11).

<Week 11: Session B>

Discussion: What is Japanese in modern Japanese theatre – indeed, what is Japanese about Japanese theatre in the first place?

Screening: Excerpts from various modern plays.

<Week 12: Sessions A and B>

Special Screening of “AL” – by The Takarazuka Revue Theatre (NOTE: Not subtitled).

<Week 13: Session A>

Theme: Shakespeare in Japan

Lecture: Looking at the history of the Bard’s work in Japan and the way in which modern theatre directors have risen to the challenge of staging his works in this setting.

Seminar Question: Why is Shakespeare considered so universal, when he was writing exclusively for an English 16th century audience.

<Week 13: Session B>

Discussion: Japanese critics all Shakespeare the 「日本語は話せない日本人」 (the Japanese who cannot speak Japanese) – and the same is true across the world. Why is his work so universal?

Screening – excerpts from several Shakespeare plays.

<Week 14: Sessions A and B (and an extra evening)>

Special screening of “Throne of Blood” (during class hours) and “Henry V” (during one evening).

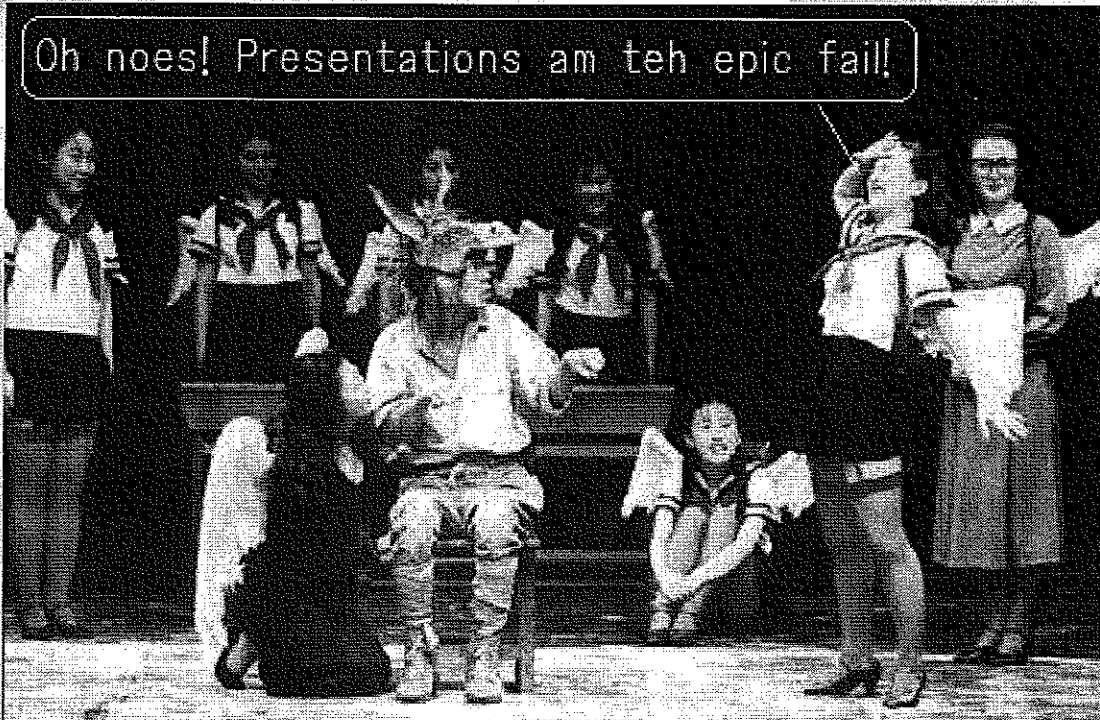
<Week 15>

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.

Readings: NA

Oh noes! Presentations am teh epic fail!



JAS210-1: Introduction to Japanese History

Spring Term, 2008 (Tuesday & Thursday, 14:00~15:15)

Instructor: Norihito Mizuno, Ph.D.

Office Hours: MW, 13:00-15:00, or by appointment

Office: C10

#Office Phone: 5975

Email: nmizuno@aiu.ac.jp

Course Objectives

JAS210-1 is an introductory survey course of Japanese history from antiquity until recent years and designed for both Japanese and international students. Students are expected to:

1. Gain basic factual knowledge of Japanese history.
2. Develop ability to assess and discuss historical issues.

Course Description

The course will focus on and discuss the following broad themes:

1. The formation of early Japanese civilization
2. The era of warriors
3. Japan's modern experience
4. Japan after WW II

Classroom Activities

1. This is a lecture/discussion course.
2. Student are expected to be in class on time.
3. Students are expected to attend every meeting.
4. Student are required to fulfill all the course requirement to complete and pass this course.
5. A student is also expected to raise questions and participate in class discussion actively.
6. Videos may be shown to help student's understanding of the course.

Prerequisites

None

Evaluation

1. Examinations (25% + 30% = 55%): Midterm and final examinations, based on lectures and the assigned readings, will consist of multiple-choice, ID, and take-home essay questions. A Study guide will be provided at least one week before each exam.
2. Quizzes (10% x 2 = 20%)
3. Term paper (15%): A 5-7 page paper. Detailed instructions on this assignment will be given.
4. Attendance/Participation (5%+5%=10%): Attendance will be irregularly taken. Silence in in-class discussion and so on would never contribute to your participation grade.

- *More demanding criteria will be applied to Japanese students on the premise that they have ever studied Japanese history in the primary and secondary education level.
- *Some chances to earn extra points may be given.

Course Materials

Beasley G. B. Sino-Japanese Relations: Intercourse, Logic, and Transformation. #ISBN: 0804754594.

Additional reading materials will be given in class in advance.

Course Schedule

Week 1(Apr. 10)

I. Course Introduction & Brief Overview of Japan's Geographical Setting

Week 2(Apr. 15 &17)

II. Japan's genesis

III. Early State Formation & Sinification Effort

***1st Quiz Study Guide (Apr. 15)**

Week 3 (Apr. 22&24):

1st Quiz (Apr. 22)

IV. Court Aristocracy and Cultural Flowering

V. The Rise of Warriors

Week 4 (May. 8)

Movie (May. 8)

Week 5 (May. 13-15)

Movie (May. 13)

VI. The Era of Warriors

Week 6 (May. 20&22)

VII. Japan under Long Peace

***Midterm Study Guide (May. 22)**

Week 7 (May. 27 & 29)

VIII. Japan's Opening to the West

IX. Bakumatsu-Restoration Period

Week 8 (Jun. 3 & 5)

Midterm Examination (Jun. 3)

X. Meiji Restoration

Week 9 (Jun. 10 & 12)

- XI. Japan's Modernization (Westernization) Effort
- XII. Japan's Rise as a Great Power

Week 10 (Jun. 17 & 19)

- XIII. Japan in Transition
- XIV. Manchurian Incident
- *1st Paper Due (What should Japan have done? 1) (Jun. 19)**
- *2nd Quiz Study Guide (Jun. 19)**

Week 11 (Jun. 24 & 26)

- In-Class Discussion: What should Japan have done? 1 (Jun. 24)**
- 2nd Quiz (Jun. 26)**
- XV. Military's Rise to Power

Week 12 (Jul. 1 & 3)

- XVI. Sino-Japanese Conflict
- XVII. The Path to the Clash

Week 13 (Jul. 8-10)

- XVIII. WW II (Pacific War or Great East Asia War)
- Movie (Japan's War in Colour) (Jul. 10)
- *2nd Paper Due (What should Japan have done? 2) (Jul. 10)**

Week 14 (Jul. 15 & 17)

- In-Class Discussion: What should Japan have done? 2 (Jul. 15)**
- XIX. Japan under Occupation
- *Final Study Guide (Jul. 17)**

Week 15 (Jul. 22 & 24)

- XX. Japan's Resurgence as a Great Power
- XXII. Japan in the 21st Century

Final Examination (Jul. 29, 14:00-15:15)

JAS220 JAPANESE POLITICS (3 credit hours)

Instructor: Rei SHIRATORI

Office hours: Tuesday 10.00 – 12.00

Office: B-2

Website: <http://www2n.biglobe.ne.jp/~rei/indexe.htm>

e-mail: rei@aiu.ac.jp

Semesters: ?????

Meeting times: ???????

DESCRIPTION: In this introductory course on Japanese politics we will examine systematically cultural, institutional, and operational aspects of contemporary Japanese politics and political society, focusing especially on major events in the world of Japanese politics since the end of World War II. We begin our study by examining special characteristics of Japanese society and the Japanese way of thinking. Then we analyze the institutions of the Japanese political system, and discuss the Japanese Constitution, parliamentary system, and local government. We then turn our focus to the various actors – politicians, political parties, bureaucrats, and pressure groups – within the political system. Our discussion will include the political process of Japanese politics and an analysis of the results of elections, the process of policy-formation, and the legislative process. Finally, we examine the policies in Japanese politics, especially the “Rapid Growth of Economy Policy” and “Welfare State Policy.”

OBJECTIVES: The objective of the course is to understand Japanese politics in a more systematic way by analyzing the major actual events that have taken place in post World War II Japanese politics, including the major political issues facing Japan today.

STUDY MATERIALS:

<Textbooks> (Choose one)

1. Curtis, Gerald L. The Logic of Japanese Politics: Leaders, Institutions, and the Limits of Change. Columbia University Press, 2000. Or:
2. Stockwin, J. A. A. Governing Japan: Divided Politics in a Major Economy. Blackwell, 1998.

<Reference books, sources of readings and other information>

At the beginning of the course a list of reference books will be distributed.

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

1. Examination at the end of first half (40%)
2. Examination at the end of second half (40%)
3. One (or two) assigned essay(s) (20%)

COURSE FORMAT AND ACTIVITIES: Generally, class sessions will be conducted in lecture style. Occasionally, students will be required to do case analyses to demonstrate that they know how to apply the theories we are learning.

SCHEDULE:

1st Week	Japanese political society (1): Structure
2nd Week	Japanese political society (2): Value system and way of thinking
3rd Week	Japanese Constitution (1): Fundamental principles
4th Week	Japanese Constitution (2): Parliamentary system and National Diet
5th Week	Japanese Constitution (3): Local government in Japan
6th Week	Mid-term Examination
7th Week	Politicians in Japanese politics
8th Week	Japanese political parties and party system (1): LDP dominance
9th Week	Japanese political parties and party system (2): Age of coalition
10th Week	Bureaucracy in Japan
11th Week	Pressure groups in Japan
12th Week	Japanese election (1): Electoral system
13th Week	Japanese election (2): Election results and voting behavior
14th Week	Policy in Japanese politics: Double Income Policy
15th Week	Final Examination

JAS230 Japanese Economy (JAS230 Japanese Economy)

This is an applied course in economics focused on the contemporary Japanese economy. The course will examine the roots of recent instability in the financial system, the Koizumi Reform, and the effectiveness of current government economic policies. In order to understand the current Japanese economy, the post-war Japan model will critically be examined. After historical review, topics such as an aging population, the social security system, burden of government debt, competition policy, and deregulation, including financial deregulation, will be discussed. Other topics include corporate governance, government-business relations, trade disputes, foreign direct investment, ODA policy, environmental issues, and Japan's civil society. Students are expected to discuss current economic and financial news in each class. If class size permits, the course will be conducted in seminar format.

JAS-240

JAPANESE LITERATURE

3 credits

Instructor's Name **Alexander Dolin**
Office C-5
Office Hours
E-mail address alexanderdolin@aiu.ac.jp
Semesters **spring semester**
Day and Time **Tuesday, Thursday 15:30 – 16:45**

Course description

The course presents a comprehensive overview of classic Japanese literature from the Nara period to the early XX c. which will familiarize students with the most famous authors and their masterpieces as well as with the cultural background. Comparative approach revealing numerous parallels with Chinese and Western traditions unveils the complex nature of Japanese aesthetics as seen in relation to cross-cultural contacts. Such unique phenomena as the early medieval novel, lyrical diaries, tanka and haiku poetry, Noh and Kabuki drama will each be shown in the larger context of world literary heritage.

The course is provided with video materials featuring historic sights, biographies of various writers and various kinds of classic performances like No, Kabuki and Bunraku.

Course objectives

1. Create a background for understanding the basic characteristics of Japanese literature.
2. Introduce students to the texts of the great masterpieces of Japanese Literature (in English translation)
3. Open up access to various fields within Japanese culture, including religious thought, fine arts, performing arts, martial arts, Japanese gardens and tea ceremony.

Study Materials

A. Dolin "Japanese Literature in a Nutshell"

(special CD-ROM textbook / reference disk with Internet links)

Shuichi Kato "A History of Japanese Literature". Japan Library, ed. 2

- videotapes and DVD

Reference Materials

Donald Keene "Anthology of Japanese Literature". Tuttle, ed. 3

Online resources

List of recommended reading

Assessment

Percentage of each grading item

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

Expected academic background

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

Policies

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

Format and Activities

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

Class Schedule

1. Japanese Literature and Culture in the Context of World Civilization
Folklore and the First Monuments of Literature in the Nara Period.-
The Myths of the *Kojiki* – the *Nihongi* and the *Fudoki*.
2. The Poetry of the *Manyoshu*.
3. Heian Culture: The *Kokinshu* and other Imperial waka Anthologies.
Waka Poetry in the Early Kamakura Period: The *Shinkokinshu* – Saigyō –
Fujiwara Teika.
4. Great Prose Masterpieces of the Heian Period: Folklore and Setsuwa Stories - Early
Monogatari Literature – The *Genji Monogatari* - Lyrical Diaries.
5. Presentations
6. Emergence of Samurai Culture in the Kamakura, Ashikaga and Muromachi Periods.
Medieval *Gunki* Epic Tales - The *Heike Monogatari*.
7. Later Medieval *Gunki* Epic Tales – The *Taiheiki* – The *Gikeiki*. -
History of Japan in the Mirror of Fiction (*rekishi monogatari, zuihitsu*)

8. Noh Theatre and Kyogen – Plays and Poetics. – Kanami and Zeami. –
Noh Theatre and Kyogen – Performance.
9. Literature and culture in the Tokugawa Period – Introduction.
Religion, Philosophy and Morals of the *ukiyo* World
10. Zen Buddhism in Fine Arts and Martial Arts – Zen Style of Life -
Zen Buddhism in Literature – Renga and Gozan bungaku
11. *Haiku* Poetry, *Haiga* Paintings and *Haibun* Prose -
Basho and his Aesthetic Universe.
12. Haiku after Basho – Shofu School – Yosa-no Buson – Kobayashi Issa.
Edo waka Poetry: Ryokan-hoshi, Ozawa Roan, Tachibana Akemi.
13. Presentations
14. Prose Masterpieces of the Tokugawa Period:
Ihara Saikaku
15. Joruri and Bunraku Theatre.
Kabuki Theatre and its Role in the City Life.
16. Plays by Chikamatsu Monzaemon – Jidai-mono – Sewa-mono
Drama after Chikamatsu – Chusingura.
17. Ueda Akinari and *Kaidan* Ghost Stories -
Popular Fiction and Book Printing – Evolution of the Woodblock Prints
Technique and *ukiyo-e* Painting..
18. “National School” *Kokugaku and Literature: Kamo Mabuchi, Motoori Norinaga* -
Literature of the *Bakumatsu* Period
19. Presentations
20. Literature and Culture in the Meiji Period: Modernization – Western Influences -
Education and Science – Religion - Arts – Revival of National Identity
21. Great Names in Meiji-Taisho-Showa Poetry - Great Names in Fiction in the
Meiji-Taisho Period (overview) .
23. Great Names in Fiction in the Showa Period (overview)
24. New Japanese Literature and the West: a Century of Shared Love.
25. Final Examination

LAW 160: The Constitution of Japan and Law

Spring Term: Tuesday and Thursday, 10:30-11:45

Instructor: Tetsuya Toyoda

e-mail: toyoda@aiu.ac.jp

Office Hours: Monday through Thursday, 08:00-10:00

Office: C16

Course Goals

This course has two primary goals:

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

Course Description

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

Class Activities

Three types of activities.

- 1) Questions and class discussions based on assigned reading
Carefully read in advance assigned pages of the textbook or other materials.
- 2) Textbook presentations
Oral presentations based on scholarly writings.
- 3) Case reports
Presentations based on analytical reading of decisions of the Supreme Court.

Prior Academic Preparation

None. Knowledge of Japanese is desirable but not indispensable.

Evaluation

Exams 40%: Mid-term exam (vocabulary and reading comprehension) on May 29 and final exam (reading comprehension and case analysis) on July 29.

Presentations 20%: Each student makes two presentations: a short presentation of assigned pages of the side reader and a thirty-minute report on an assigned case of the Supreme Court.

Comprehension Quiz 10%: Occasional comprehension quizzes.

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

Participation to Class Discussion 20%: To establish interactive communication among students, please carefully listen to what others say and express your own ideas in good articulation.

Course Materials

Course materials will be provided.

Course Schedule

NB: Organization of the course may be modified in function of number of participants.

I. INTRODUCTION

1. Course Introduction (Tuesday, April 8)

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

2. The Making of the Meiji Constitution (Thursday, April 10)

Required: Lawrence W. Beer and John M. Maki, *FROM IMPERIAL MYTH TO DEMOCRACY: JAPAN'S TWO CONSTITUTIONS, 1889-2002*, University Press of Colorado, 2002, pp. 7-18.

3. The Theocracy under the Meiji Constitution (Tuesday, April 15)

Required: Ibid, pp. 18-32.

4. The Constitutional Failure (Thursday, April 17)

Required: Ibid, pp. 33-52.

III. THE BIRTH OF THE 1947 CONSTITUTION

5. The "Unconditional" Surrender (Tuesday, April 22)

Required: Ibid, pp. 53-64.

6. The End of the Theocracy (Thursday, April 24)

Required: Ibid, pp. 64-73.

7. Collaborative Creation of the 1947 Constitution (Thursday, May 8)

Required: Ibid, pp. 77-93.

8. Writing the SCAP Draft (Tuesday, May 13) [students' short presentations]

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

9. The Features of the SCAP Draft (Thursday, May 15) [students' short presentations]

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

10. Struggle for Japanization of the Draft Constitution (Tuesday, May 20) [students' short presentations]

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

11. Accommodation to the Constitutional Defeat (Thursday, May 22) [students' short presentations]

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

12. The Key Features of the 1947 Constitution (Tuesday, May 27)

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

13. Mid-Term Exam (Thursday, May 29)

14. Review of the mid-term exam and a short debate on the democratic legitimacy of the current constitution (Tuesday, June 3)

IV. THE CONSTITUTIONAL POWERS AND DEMOCRACY

15. The Parliamentary Cabinet System (Thursday, June 5)

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

16. The Sunakawa case (Tuesday, June 10)

17. The Administration of Justice (Thursday, June 12)

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

V. CASES OF THE SUPREME COURT FOR THE PROTECTION OF HUMAN RIGHTS

18. Human rights in its variety (Tuesday, June 17)

Required: Hiroshi Oda, *Japanese Law*, 2nd ed., 2001, pp. 102-126.

No class on June 19

19. Equality (I)(Tuesday, June 24) [student presentation]

Required: Judgment of the Supreme Court, July 5, 1995 Decision on the share in the inheritance of an illegitimate child]

20. Equality (II) (Thursday, June 26)[student presentation]

Required: Judgment of the Supreme Court, April 14, 1976 [the Public Offices Election Law on Election Districts and the Apportionment of Seats]

21. Equality (III) (Tuesday, July 1)[student presentation]
Required: Judgment of the Supreme Court, January 26, 2005 [Equality of foreigners in local government]
22. Status of Foreigners (Thursday, July 3)[student presentation]
Required: Judgment of the Supreme Court, October 4, 1978 [McLean Case]
23. Freedom of Expression (Tuesday, July 8)[student presentation]
Required: Judgment of the Supreme Court, June 11, 1986 [Hoppo Journal Case]
24. Freedom of Assembly (Thursday, July 10)[student presentation]
Required: Judgment of the Supreme Court, July 20, 1960 [Metropolitan Ordinance Case]
25. Social Rights (Tuesday, July 15)[student presentation]
Required: Judgment of the Supreme Court, July 7, 1982 [Horiki Case]
26. Economic Rights (Thursday, July 17)[student presentation]
Required: Judgment of the Supreme Court, April 30, 1975 [the Pharmaceutical Law Case]

VI. REVISION OF THE CONSTITUTION?

27. Constitutional Revisionism (Tuesday, July 22)
Required (2 articles):
Yoichi Higuchi, "The 1946 Constitution: Its Meaning in the Worldwid Development of Constitutionalism", id. (ed.), *Five Decades of Constitutionalism in Japanese Society*, 2001, pp. 1-8;
Ichiro Ozawa, "A proposal for reforming the Japanese Constitution", *Bungeishunju*, September 1999, translation in G. D. Hook and G. McCormack (eds), *Japan's Contested Constitution: documents and analysis*, 2001.
28. Final class debate and course evaluation (Thursday, July 24)
29. Final Exam (Tuesday, July 29, 2008)

LAW 320 U.S. Legal System

Spring 2008 TR 10:30-11:45

Instructor: Takeshi Akiba

Office: C-14

Office Hours: WR 2:00-4:00

E-mail Address: t-akiba@aiu.ac.jp

Course Objectives

- 1) Explain the basic structure, institutions, and procedures of the U.S. legal system
- 2) Identify and explain key concepts in major areas of U.S. law
- 3) Understand the role that law, rights, and rights-oriented discourse play in society

Course Description

In this course, we will learn about the U.S. legal system and think about the role of law in society. First, we will study the structure of the U.S. legal system: various actors and their roles; and its unique aspects such as the jury system and selection of judges. Second, we will study public law, which is the relationship between the government and the people. In the process we will consider the effectiveness of legal decisions on issues that divide society. Third, we will study private law, which is the ordering of day-to-day interactions between people by law. This course is *not* meant to train you to become a lawyer. It is a course meant for each of you to think about the effects and limits of law on U.S. society as well as on your own life. This is important as we live in an increasingly law-oriented society.

Classroom Activities

Course format: Lecture-style presentations by the instructor combined with class discussion. There will be occasional use of audio-visual material to facilitate learning. The course also aims at utilizing new media, including the internet. **Assignments:** You are expected to read assigned readings prior to class. There will also be class assignments (presentations) that involve group work. Details will be announced in class. **Policies:** Attendance is mandatory for all sessions. All assignments need to be submitted on time. Exceptions may be made only with approval by the instructor for legitimate and documented reasons. **Feedback:** You are encouraged to ask questions or provide relevant comments at any time during class. Your feedback is always welcome. Please feel free to contact me via e-mail or visit my office.

Prerequisites

None

Evaluation

- Mid-term examination (30%)
- Final examination (40%)
- Class assignment (10%)
- Attendance and participation (10%)
- Self-evaluation (10%)

Course Materials

Gerald Paul McAlinn, Dan Rosen, John P. Stern, *An Introduction to American Law* (Carolina Academic Press, 2005). Required purchase.

Additional materials will be distributed in class or placed on reserve at the library.

Class Schedule

This schedule is tentative and subject to changes and adjustments

I. Overview of U.S. Legal System

Week 1 (Apr. 10) Introduction

Overview of the course, grading, assignments, policies, setting self-evaluation goals
What is law?—Roles and types of law

Week 2 (Apr. 15, 17) Overview of U.S. Legal System

Sources of law

The U.S. Constitution, federal and state law (statutory law), regulations
Case law: text and interpretation—The Fourteenth Amendment, *Plessy* and *Brown*

Federal system

Structure and rights: Case study—gun regulation
Federal and state courts

II. Public Law and Society

Week 3 (Apr. 22, 24) Constitutional Law (Chap. 4)

Judicial Review and the U.S. Supreme Court
First Amendment (Freedom of Speech and Freedom of Religion)

Week 4 (May 8) Constitutional Law (Chap. 4)
Fourteenth Amendment (Equal Protection, Race and Gender)

Week 5 (May 13, 15) Criminal Law (Chap. 10)
Criminal Procedure and the Constitution (*Miranda* rights)
Crime and Punishment (Sentencing, Death penalty)

Week 6 (May 20, 22) The Jury System (Chap. 2)
Film: "Twelve Angry Men"
Discussion: Jury system, merits and issues of lay participation

Week 7 (May 27, 29) Legal Profession (Chap. 3)
Legal Profession— roles, education, and socialization
Heinz, Nelson, Laumann, and Schnorr, "*The Constituencies of Elite Urban Lawyers*"

Judges and Prosecutors— roles and selection ("should judges be elected?")

Assignment of stories

Week 8 (Jun 3, 5) *Review and Mid-term examination*

III. Private Law and Society

Week 9 (Jun 10, 12) Torts I (Chap. 7)
Intentional and unintentional torts (negligence)
Standards of liability—product liability
Selections from Robert Rabin & Stephen Sugarman ed., *Torts Stories*

Week 10 (Jun 17, 19) Torts II (Chap. 7)
Mass torts and "tort reform"—tobacco industry, medical industry
Class action—*Walmart* class action litigation

Week 11 (June 24, 26) Property (Chap. 8)

Ownership and acquisition

Eminent domain, land use regulation (zoning)

Selections from Gerald Korngold, Andrew P. Morriss ed., *Property Stories*

Week 12 (July 1, 3) Intellectual Property (Chap. 9)

Copyright, digital media, file sharing

Patent and trademark

Week 13 (July 8, 10) Gender and the law

Property, contracts, husbands and wives

Voting rights, professions, and employment

Phoebe A. Morgan, "*Risking Relationships: Understanding the Litigation Choices of Sexually Harassed Women*"

Week 14 (July 15, 17) Family law (Chap. 12)

Marriage and divorce, child custody

Same-sex marriage

Carol Sanger, "*Developing Markets in Baby-Making: In the Matter of Baby M*"

Week 15 (July 22, 24)

Conclusion and review—law and society

Final examination (cumulative)

LAW 440: International Law

Spring Term: MW 10:30-11:50

Instructor: Tetsuya Toyoda

Office : C16

Office hours: Monday through Thursday (not Friday), 08:00-10:00

E-mail: toyoda@aiu.ac.jp

Course Goals

This course has two primary goals:

1. Students acquire a minimum literacy in the language of international law, with knowledge of basic vocabulary and concepts.
2. Students become able to present their own opinions on issues of international law in their own words.

Course Description

Students will foster communication skills in legal language through their participation in the classroom discussion and group work. Students are expected to learn by themselves at home. The class activities are to improve presentation and discussion skills, stimulate reflections and clear up misunderstandings.

Class Activities

Four types of activities.

- 1) Questions and class discussions based on assigned reading
Carefully read in advance assigned pages of the textbook or other materials.
- 2) Textbook presentations
Oral presentations based on the textbook.
- 3) Case reports
Presentations based on analytical reading of decisions of the ICJ and WTO.
- 4) Moot Court
Divided in two teams, students will present legal arguments on a moot case.

Prior Academic Preparation

None.

Evaluation

Textbook presentations and participation to class discussions: 15%

Comprehension Quizzes: 10%

Midterm Exam: 10%

In-class essay tests: 20%

Case report: 15%

Participation to the moot court: 10%

Final Exam: 20%

Course Materials

Antonio Cassese, *International Law*, 2nd ed., Oxford UP, 2005 and Internet resources.

Course Schedule (subject to changes, in function of number of students)

I. INTRODUCTION

1. Course Introduction (Wednesday, April 9, 2008)

II. ORIGINS AND FOUNDATIONS OF THE INTERNATIONAL COMMUNITY

2. The Main Legal Features (Monday, April 14)

Required: Cassese, pp. 3-21.

3. The Historical Evolution (Wednesday, April 16)

Required: Cassese, pp. 22-45.

4. Fundamental Principles (Monday, April 21)

Required: Cassese, pp. 46-68.

5. Midterm Exam (Wednesday, April 23)

III. LEGAL SUBJECTS

6. States (Wednesday, May 7)

Required: Cassese, pp. 71-80.

7. The Spatial Dimension of State Activities (Friday, May 9)

Required: Cassese, pp. 81-97.

8. Limitations on State Sovereignty (Monday, May 12)

Required: Cassese, pp. 98-123.

9. Legal Subjects other than States (Wednesday, May 14)

Required: Cassese, pp. 124-150.

10. In-class essay exam #1 (Monday, May 19)

IV. LAW-MAKING AND COMPLIANCE IN INTERNATIONAL LAW

11. International Law-Making: Customs (Wednesday, May 21)

Required: Cassese, pp. 153-169.

12. International Law-Making: Treaties (Monday, May 26)

Required: Cassese, p. 170-182.

13. Other Law-Making Processes (Wednesday, May 28)

Required: Cassese, pp. 183-197.

14. Jus Cogens? (Monday, June 2) [Student presentations]

Required: Cassese, pp. 198-212.

15. International Law in Municipal Legal Orders (Wed., June 4) [Student presentations]

Required: Cassese, pp. 213-237.

16. International Responsibility of States (Monday, June 9) [Student presentations]

Required: Cassese, pp. 241-277.

17. Dispute Settlement (Wednesday, June 11) [Student presentations]

Required: Cassese, pp. 278-295.

18. Enforcement in International Law (Monday, June 16) [Student presentations]

Required: Cassese, pp. 296-313.

19. In-class essay exam #2 (Wednesday, June 18)

No class on June 23

V. INTERNATIONAL LAW CASES

20. Presumption of Sovereign Freedom (Wednesday, June 25) [Student presentations]

Lotus Case, PCIJ Judgment, 1927

Nuclear Weapons Case, ICJ Advisory Opinion, 1996

21. Formation of Customary International Law (June 30)[Student presentations]

Asylum Case, ICJ Judgment, 1950

North Sea Continental Shelf Case, ICJ Judgment, 1969

22. Obligations *Erga Omnes*(July 2)[Student presentations]

East Timor Case, ICJ Judgment, 1995

Wall Case, ICJ Advisory Opinion, 2004

23. State Responsibility (July 7)[Student presentations]

Nicaragua Case, ICJ Judgment, 1986

Application of the Genocide Convention Case, ICJ Judgment, 2007

24. WTO cases involving Japan(July 9)[Student presentations]

Japan Alcoholic Beverages Case, Appellate Body Report, 1996

Film Case, Panel Report, 1998

VI. MOOT COURT

25. In-class preparation for the Moot Court (July 14)

26. Moot Court (July 16)

27. Judgment and reasons, course evaluation (July 23)

28. Final Exam (July 30)

Akita International University
MAT210 STATISTICS (4 credits)
Spring '2008

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Semesters: Spring, Fall

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

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

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

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

The second function of this course is relevant for all students, no matter what is or will be their choice of Advanced Education. Statistics is a course in which students can develop skills and competencies that belong to the Liberal Arts education. In particular, upon successful completion of the course, students should be able to design and carry on quantitative or qualitative research in an arbitrary discipline that requires statistical methods of collecting data and their analysis. Also, after

studying probability, students will be able to make decisions in uncertain situations when the use of the common sense is not only ineffective but can result in very serious errors. In particular, students will be aware of typical fallacies in dealing with problems arising when access to information is limited.

STUDY MATERIALS:

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

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

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

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

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

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

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

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

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

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing for the course. Good high school background in mathematics will make studying in this course easier,

but even students who went through high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. However, much more extensive readings in the textbooks and handouts require higher level of language proficiency than in College Algebra.

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

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

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

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

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

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

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

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|----|------|---|---|
| 1) | 4/10 | 1 | Introduction pp. 1-19
Assignment: p. 9#2; p. 19#4,5,6,7. |
| | | 2 | Frequency Distributions and Graphs pp. 24-38
Assignment: p.29#1,3; p.33#6; p.39#14 |
| 2) | 4/15 | 3 | Central Tendency and Variability pp. 41-67
Assignment: p.47#1,2,4; p.53#8; p.56#13; p.60#15; p.67#25 |
| | | 4 | Other Descriptive Statistics pp. 70-82
Assignment: p.73#1,4,6; p.77#7,8; p.82#10 |

- 3) 4/17 **5** Correlation and Regression pp. 85-115 (plus Handout)
Assignment: p.93#3,4; p.97#5,6; p103#8,11,13; p.115#18.
- 4) 4/22 **Handout:** Introduction to the Concept of Probability
Assignment: in handout
- 5) 4/24 **1.2*** Discrete Probability Distributions pp. 18-29 (on-line)
Assignment: p.35#1,4,5,6,7,8,14.
- 6) 5/8 **2.2*** Continuous Probability Densities pp. 59-68 (on-line)
Assignment: TBA
- 7) 5/13 **3*** Combinatorics pp. 75-81 & 92-101 (on-line)
Assignment: p. 88#2,3,6,13; p.113#2,3,8,10,12,19,20.
- 8) 5/15 **4*** Conditional Probability pp. 133-147 (on-line)
Assignment: p.150#1,2,4,7,8,12,14,15,18,29.
- 9) 5/20 **5*** Distributions and Densities pp. 183-192 (on-line)
Assignment: p.197#1,7,8,13,14.
- 10) 5/22 **6*** Expected Value and Variance pp.225-234 & 257-262 (on line)
Assignment: p.247#1,2,4,5; p.263#1,2,4,5,7,9,11.
- 11) 5/27 **8*** Law of Large Numbers pp. 305-310 (on-line)
Assignment: p.312 #1,5,7
- 12) 5/29 **REVIEW**
- 13) 6/3 **6** Theoretical Distributions Including Normal Distribution pp. 120-140
Assignment: p.129#7,8; p.131#10; p.133#11,13,14; p.136#16,17; p.139#23.
- 14) 6/5 **7** Samples, Sampling Distributions, and Confidence Intervals.
pp. 142-164
Assignment: p.148#6; p. 151#8,10; p.155#12,13,14,17; p.160#19; p.164#23.
- 15) 6/10 **MIDTERM** (material from classes 1-11)
- 16) 6/12 **Introduction to Hypothesis testing**
- 17) 6/17 **8** Hypothesis Testing and Effect Size: One-Sample Designs pp. 168-190
Assignment:p.173#3; p.177#8,9,10,11; p.184#13,14,17,18,20; p.188#26.
- 18) 6/19 **9** Hypothesis Testing, Effect Size, and Confidence Intervals:
Two-Sample Designs pp. 193-219; Assignment: p.197#3; p.202#7;
p.206#10; p.210#14,15,17; p.216#18,22; p.220#29.
- 19) 6/24 **Review of t-Test**
- 20) 6/26 **10** Analysis of Variance: One-Way (HANDOUT) pp.346-370
Assignment: p.371:# 22.10, 22.11, 22.12
- 21) 7/1 **11** Analysis of Variance: Two-Way HANDOUT pp. 376-394
Assignment: p. 394:#23.2, 23.6, 23.11

- 22) 7/3 Review of Analysis of Variance
- 23) 7/8 **13** Parametric and Non-parametric Methods
- 24) 7/10 **14** Chi-square Test: One-way (HANDOUT) pp.400-407
 Assignment: p.406#24.2, p.418#24.7, 24.8,
- 25) 7/15 **14** cont. Chi-square Test – Two-ways pp.407-419
 Assignment: p. 419:#24.11, 24.12, 24.14.
- 26) 7/17 **15** Choosing Tests and Writing Interpretations pp. 345-351
- 27) 7/22 More About Statistical Software - Presentations
- 28) 7/24 More About Statistical Software - Presentations
- 29) **FINAL EXAMINATION**

ECN329 Marketing (MKT310 Principles of Marketing)

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