

ENG 120: Introduction to English Studies
FALL 2008

Instructor: Al Lehner
Style of Class: workshop with lecture
Number of Credits: 3

This course offers an introduction to the formal study of the English language. As such, the course will focus on several key factors in coming to know English: its history, its current usage, and its spread in a variety of ways across the globe. In particular, as English becomes more globalized, or internationalized, various world Englishes have become reality; this course explores some of those Englishes and the reasons for their proliferation. Students will read materials written for native speakers in the U.S. and the UK. The issues mentioned above lead to a natural discussion of what is “standard” English today and what is a “native speaker.” For a student who is seriously considering a career as an English teacher, it is essential to take into account sociocultural and political factors that have led English to the main stage in today’s linguistic world. The idea of English as the primary *lingua franca* will be analyzed. One benefit of this course is that students will be expected to assess their own understanding and “level” of English on several levels—grammar, vocabulary, pronunciation, etc.—and discuss ways in which they can develop greater English fluency and proficiency. This course offers a “hands on” approach to learning what English is all about.

COURSE OBJECTIVES: Students will...

- (1) learn some of the basic main occurrences in the history of the English language
- (2) understand how English has evolved and is still evolving
- (3) consider a number of world Englishes and account for their appearances
- (4) analyze the meaning of “standard” in language usage
- (5) analyze the meaning of “native speaker” in a world of various Englishes
- (6) understand the sociocultural and political aspects of English
- (7) consider classroom teaching applications of all of the above
- (8) focus on their own English language proficiency and development
- (9) read two works of literature

Prerequisites: ENG 100

Class Materials:

- (1) Crystal, D. (2004). *The English language: A guided tour of the language, 2nd revised edition*. London, UK: Penguin.
- (2) Carroll, L. (2002). *Alice’s adventures in wonderland and Through the looking glass*.

One of (3), (4), and (5):

- (3) Bradbury, R. *Fahrenheit 451*.
- (4) Grahame, K. & Avery, G. *The wind in the willows*.
- (5) Steinbeck, J. *Travels with Charley*.
- (6) additional reading packet of journal articles

COURSE METHOD

The teaching method employed in this course will follow a workshop style, yet the instructor will also offer lectures regularly on the topics in the assigned readings. As well, each student should come to class prepared to actively discuss and question the assigned texts. This introductory course about the study of the English language requires students to learn a body of knowledge.

EVALUATION / ASSESSMENT

Reading Quizzes: Throughout the course, regular reading quizzes will be given for the assigned texts. Students should come to class prepared for these quizzes, having read the assigned texts in advance.

Thought Papers: Students will be asked to write 2 brief thought papers (TP) about specific topics presented in the class. It is possible for a TP to be based upon observation of some aspect of English language usage. Each TP should be 4-5 pages long.

3 Exams: Students will have three exams that test the course material.

Final Course Grade

15% in-class discussions
15% reading quizzes
20% brief papers (BP)
50% 3 exams

A 100-90
B 80-89
C 70-79
D 60-69
F below 60

COURSE SCHEDULE: (This is tentative.)

Week 1

Introduction to course

Reading (Discuss):

Crystal (DC), "The English language today"
"Pidgeons and creoles"

Reading packet (RP) TBA

Quiz #1

Week 2

Reading (Discuss):

DC, "Part I: The structure of English"
"Grammar"
"Grammar and you"

"Vocabulary"

"How large is your vocabulary?"

RP, TBA

Quiz #2

Week 3

Reading (Discuss):

DC, “Pronunciation”
“Received pronunciation”
“Spelling”
“Spelling reform”
RP, TBA

Quiz #3

Writing:

TP #1: “The Structure of English” (directions given in class)

Week 4

Reading (Discuss):

DC, “Part II: The uses of English”
“Language variety”
“Trucker Talk”
“English at play”
“Sound symbolism”
RP, TBA

Quiz #4

Week 5

Reading (Discuss):

DC, “The effect of technology”
“Texting”
“Personal English”
“Statistical laws?”
RP, TBA

EXAM #1

Week 6

Reading (Discuss):

DC, “Part III: The history of English”
“Old English”
“Casting the runes”
“Middle English”
“The origins of modern standard English”
RP, TBA

Quiz #5

Week 7

Reading (Discuss):

DC, “Early modern English”
“Words then and now”
“English around the world”
“British and American English”
RP, TBA

Quiz #6

Week 8

Reading (Discuss):

DC, “English today”
“Plain English”
“English tomorrow”
RP, TBA

EXAM #2

Week 9

Reading (Discuss):

Grahame & Avery (G&A), *The Wind in the Willows* (begin)

Quiz #7

Week 10

Reading (Discuss):

Grahame & Avery (G&A), *The Wind in the Willows* (complete)

Writing:

TP #2: “English in History or Literature” (directions given in class)

Week 11

Reading (Discuss):

Carroll, *Alice’s Adventures in Wonderland* (begin)

Quiz #8

Week 12

Reading (Discuss):

Carroll, *Alice’s Adventures in Wonderland* (complete)

Quiz #9

Week 13

Reading (Discuss):

Carroll, *Through the Looking Glass* (begin)

Quiz #10

Week 14

Reading (Discuss):

Carroll, *Through the Looking Glass* (complete)

EXAM #3

Week 15

Discuss:

Review of course

Course / Instructor Evaluation

ANT 150: Cultural Anthropology



ANT 150: CULTURAL ANTHROPOLOGY

Fall 2008

Timetable: MW 1030-1145

Room: TBA

Dr. Percival Santos

Office Hours: Wednesdays 1300-1600

Room C-8.

Tel: 886-5806

Email: santos@aiu.ac.jp

DESCRIPTION: This course will introduce students to the discipline of cultural anthropology. In a nutshell, the course is about the different ways people all over the world have of looking at the world they live in. The course will cross culturally analyze and compare select themes, beliefs and practices such as marriage, religion, gift giving, taboo, etc. It will work out the extent to which things such as 'marriage', 'religion', 'gift giving', 'taboo', etc. are universal and the extent to which their meanings and forms vary across cultures. In the process of studying others students shall learn to apply an 'anthropological lens' to their own culture- in effect, seeing the strange in the familiar because they have previously learned to see the familiar in the strange. An integral part of this course is the examination of how knowledge claims are made in the discipline of anthropology. Thus we will highlight the methods and practices employed by anthropologists in the production of knowledge about other peoples and cultures.

COURSE OBJECTIVES

1. To develop an understanding of some of the basic notions and theories of Anthropology.
2. To develop an awareness of the process of the production of knowledge in Anthropology.
3. To start to 'think like an anthropologist'.

STUDY MATERIALS:

Required Textbook

Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008.

ASSESSMENT: Student achievement of the stated course objectives will be measured in terms of student performance in the following three areas: (1) essay (50%), (2) Class participation (50%) (3) an optional book report (20%).

The essay will be of no more than 2,000 words in length, to be given in two drafts. The first shall be considered a working draft and is to be submitted no later than October 15th. I shall read and make

comments on how to improve the draft (but will not give it a mark) and I shall return it to the students for revision. Students will submit a second and final draft by the end of December 12th. The final draft shall be formally marked and will constitute 50% of the student's final mark.

In case they wish to gain additional marks for the final grade students have the option of submitting a 1,000 page book report of their ethnography no later than December 12th. The report shall be formally marked and may improve the student's final mark by as much as 20%.

COURSE FORMAT AND ACTIVITIES: Weekly sessions will be a mixed seminar/lecture/workshop format. During the first session of the week the key points will be presented. Classes will take the form of readings, podcasts, or videos that students need to have done before the lesson. The intention is for students to 'think like an anthropologist' by applying anthropological theories and methods to analyzing contemporary issues in social life, politics and current events. These contemporary issues will be introduced through weekly assigned weblogs and podcasts, which occupy an important component of the course. Students have to read the required chapter of the week from 'Sharing Our Worlds' and should try to read and listen to as many weblogs and podcasts as possible for each week.

SCHEDULE:

Week 1, Sessions 1 & 2: September 1-5

Theme: The work of the Anthropologist

Seminar: This week we shall explore what exactly anthropologists do and how they do it. This week we shall familiarize ourselves with the analytical tools anthropologists often use in their work. The goal is to get students thinking like anthropologists and this week they shall familiarize themselves with the concept of anthropological holism and will provide them with the tools that they shall employ during the duration of the course. Concepts such as *participant observation*, *fieldwork*, *culture shock*, *ethnography*, *social construct*, and *power* will be explained.

Reading:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Introduction.

Video:

- Tales from the Jungle: Margaret Mead part 2 of 6. Youtube Video. <http://jp.youtube.com/watch?v=a9HNzhV0CjI&feature=related>
Question: How did Mead get data from her fieldsite?
- James, Erica & Paxson, Heather & Helmreich, Stefan. Doing Anthropology: Thoughts on Fieldwork from Three Research Sites. Youtube Video. <http://jp.youtube.com/watch?v=BhCruPBvSjQ>
Question: How do these anthropologists go about doing research?
- Fox, Kate. The Racing Tribe. Tales of the Jungle: Malinowski part 6 of 6. Youtube Video. http://jp.youtube.com/watch?v=8heZc_db8NM&feature=related
Question: How does Fox go about gathering data on racing tribes?

Podcast:

- Hendry, Joy & MacClancy, Jeremy. Anthropologists. Excess Baggage. BBC Radio 4. December 8, 2007. http://www.bbc.co.uk/radio4/excessbaggage/index_20071208.shtml
Question: How do they plan and manage their trips?
How do they cope with being immersed in a foreign culture for significant periods of time?
How do they form bonds with the people they meet?
- Stafford, Charles. Chinese Numbers. Thinking Allowed. BBC Radio 4. October 13, 2004. http://www.bbc.co.uk/radio4/factual/thinkingallowed_20041013.shtml
Question: What evidence does the speaker give that the Chinese are fascinated with numbers?
How do numbers relate to other facets in culture in China?

Week 2, Session 3: September 8-12

Theme: Wolves and Gambling

Seminar: The themes of the next 3 weeks of this course are devoted to some of the different ways in which knowledge of anthropology can help us gain insight into many aspects of society. This week is about certain

things that evoke strong negative feelings in nearly all cultures. Things that evoke strong feelings of disapproval can tell us a lot about the values and mentality of the societies concerned. It will start with an anthropological analysis of the left and right hand in Japanese and other cultures and will continue with discussions on the themes of wolves and gambling.

Podcast:

- Marvin, Garry. Wolves. Thinking Allowed. BBC Radio 4. May 17, 2006.
http://www.bbc.co.uk/radio4/factual/thinkingallowed/thinkingallowed_20060517.shtml
Question: Are there any societies that have a positive view of the wolf?
What are popular images regarding wolves?
What does the demonized image of the wolf tell us about our own society?
- Reith, Gerda. Gambling. Thinking Allowed. BBC Radio 4. November 2, 2005.
http://www.bbc.co.uk/radio4/factual/thinkingallowed/thinkingallowed_20051102.shtml
Question: What is the expert's view on the function of gambling in society?
Why does she think most governments and religions condemn gambling?
What does the attitude toward gambling tell us about our own society?

Week 2, Session 4: September 8-12

Theme: Hikikomori and the Veil

Seminar: This is the 2nd of 3 themes about the different ways in which knowledge of anthropology can help us gain insight into many aspects of society. This week is about how popular concerns and worries about one particular social issue is really a code or a covert, indirect way of talking about another anxiety that is just below the surface.

Reading:

- Waters, Tony. Freshman Drinking and Coming of Age Rituals. Ethnography.com. Weblog. June 15, 2008. <http://www.ethnography.com/>
Question: Is the American anxiety of freshman drinking in college really about something else?
- Zielenziger, Michael. Shutting Out the Sun: How Japan Created Its Own Lost Generation. New York: Random. 2006. chapter 1.
Question: What are 'hikikomori' and what deeper social malaise are they symptomatic of?
- Marranci, Gabriele. Straw Women Unveiled (Victorian Style). Islam, Muslims and an Anthropologist. Weblog. October 6, 2006.
<http://marranci.wordpress.com/2006/10/06/straw-women-unveiled-victorian-style/>
Question: What is the popular belief in the West regarding Muslim women wearing veils?
Is the present anxiety regarding the veil really a smokescreen for a deeper one?

Podcast:

- Furlong, Andy. Hikikomori. Thinking Allowed. BBC Radio 4. May 14, 2008.
http://www.bbc.co.uk/radio4/factual/thinkingallowed/thinkingallowed_20080514.shtml
Question: How does Japan differ from the West regarding social expectations of school leavers?

How has the economic stagnation since the 90s affected young people's career hopes?
Is the present anxiety regarding 'hikikomori' really a code for talking about a deeper one?

Week 3, Session 5: September 16-19

Theme: Muslims and Buddhists and Japanese

Seminar: This is the last of 3 themes about the different ways in which knowledge of anthropology can help us gain insight into many aspects of society. This week is about how the behavior of certain groups can be explained through the use of certain powerful cultural stereotypes that the mass media and popular culture transmit and reinforce. These stereotypes bear little resemblance to reality which is often quite complex.

Reading:

- Marranci, Gabriele. Not only freedom: the dark ethnic side of the Tibetan Buddhist revolt. Islam, Muslims and an Anthropologist. Weblog. April 28, 2008.
<http://marranci.wordpress.com/2008/04/28/not-only-freedom-the-dark-ethnic-side-of-the-tibetan-buddhist-revolt/>

Question: What the powerful stereotype exists in the West regarding Tibetans?

What is the real picture on the ground in the capital Lhasa?

- Bisharat, George. The Fallacy of Islamic 'National Suicide'. Sabbah Blog. Weblog. June 10, 2008.
<http://sabbah.biz/mt/archives/2008/06/10/george-bisharat-the-fallacy-of-islamic-national-suicide/>

Question: What powerful stereotype exists in the West regarding Muslims and Arabs?

What are the dangers and pitfalls of holding such stereotypes?

Podcast:

- Ohnuki-Tierney, Emiko. Kamikaze. Thinking Allowed. BBC Radio 4. June 7, 2006.
http://www.bbc.co.uk/radio4/factual/thinkingallowed/thinkingallowed_20060607.shtml

Question: What is the popular perception of Japanese WWII Kamikaze pilots?

What is Ohnuki-Tierney's explanation for this popular perception?

Do you agree with her explanation?

Why are Muslim suicide bombers perceived as similar to WWII Kamikazes?

Week 3-5, Session 6-10: September 19-October 1

Theme: Different Ways of Seeing the World

Seminar: The basic principle of anthropology is about the different the ways in which different people see and classify things in different ways. Concepts such as *ethnocentrism* and *cultural relativism* will be explored.

Reading:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 1.
- Wynn, Lisa. What is a Prostitute? American Sexuality Magazine.
<http://nsrc.sfsu.edu/MagArticle.cfm?Article=885&PageID=0>

Question: What is the concept of the word 'prostitute' in Egypt and how is it used?

How is the concept and usage different in your country?

Video:

- Tales from the Jungle: Margaret Mead parts 2 and 3 of 6. Youtube Video.
(Part 2) <http://jp.youtube.com/watch?v=a9HNzhV0CjI&feature=related>
(Part 3) <http://jp.youtube.com/watch?v=LFdaW1kZOaA&feature=related>

Question: What is different about childhood and adolescence in Samoa as compared to the U.S.?

Podcast:

- Kaldor, Mary. Terrorism. Thinking Allowed. BBC Radio 4. March 9, 2005
http://www.bbc.co.uk/radio4/factual/thinkingallowed_20050309.shtml
Question: What count as terrorism according to Mary Kaldor?
What counts as terrorism according to Arabs?
How are the Al Qaeda/Hamas/Islamic Jihad/Al Ahksa perceived in Arab states?
- Santos Granero, Fernando. Amazonian Friendship. Thinking Allowed. BBC Radio 4. July 4, 2007.
http://www.bbc.co.uk/radio4/factual/thinkingallowed/thinkingallowed_20070704.shtml
Question: How do Amazonian people see relationships with those who are not kin?
How is Amazonian friendship different from that which exists in your country?
- Lewis, Jerome. The Mbendjele Yaka- Prioritising Sound. Thinking Allowed. BBC Radio 4. February 16, 2005. http://www.bbc.co.uk/radio4/factual/thinkingallowed_20050216.shtml
Question: What sense do they prioritise and what evidence do we have in support of it?
- Howes, David & Padel, Ruth. Empire of the Senses. Thinking Allowed. BBC Radio 4. February 16, 2005. http://www.bbc.co.uk/radio4/factual/thinkingallowed_20050216.shtml
Question: Give examples of how other cultures privilege different senses.
Give example of how other cultures sequentialize activities according to different senses.
Was the visual sense always privileged in Western culture?

Week 6, Session 11 & 12: October 6-10

Theme: Taboo

Seminar: One way people's systems of classification are enforced is through the idea and practice of *taboo*-things that are seen as forbidden, disgusting, unthinkable, or polluting. This session will explore other concepts such as *purity*, *pollution*, *sacred*, *profane*.

Reading:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 2.
- Lorenz. Interview with Arjun Appadurai: "An Increasing and Irrational Fear of Minorities. Anthropologi.Info. Weblog. August 9, 2006.
<http://www.anthropologi.info/blog/anthropology/anthropology.php?p=2002&more=1&c=1&tb=1&pb=1>

Question: Why are minorities and immigrants facing increasing hostility around the world?

Podcast:

- Afshar, Haleh. Virginity in the Middle East. Woman's Hour. BBC Radio 4. July 11, 2005. http://www.bbc.co.uk/radio4/womanshour/2005_28_mon_05.shtml

Question: Why are virginity tests important in many parts of the Middle East?

Does Islam have any rule regarding women's chastity and virginity?

- Berridge, Kate & Wagerman, Jo. The End of the Death Taboo. Woman's Hour. BBC Radio 4. August 30, 2001. http://www.bbc.co.uk/radio4/womanshour/2001_35_thu_05.shtml

Question: Why did WWI mark a shift in how death rites were celebrated in the West?

How do the Jewish funeral practices differ from the ones in your country?

How has the practice of counselling changed the nature of bereavement?

Week 7, Sessions 13 & 14: October 15-17

Theme: Gifts, Exchange and Reciprocity

Seminar: The presentation of gifts or, indeed, any movement of material objects from one person to another along with the specific times these gifts are given can lead us to an understanding of the social ties between people as well as of important events and stages in their lives. Concepts to be explored include *kula*, *mwali*, *soulava*, *conspicuous consumption*, *positive*, *balanced* and *negative reciprocity*, *inalienable objects*.

Reading:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 3.
- Matzan, Jem. The Internet Economy and Free Software. NewsForge. Online Newspaper. June 5, 2004. <http://web.archive.org/web/20061114182829/http://software.newsforge.com/software/04/06/04/142238.shtml>

Question: Why do some software developers 'give away' their products?

Is it valid to view free software as a 'gift'?

Video:

- Tales From The Jungle: Malinowski - Part 4 of 6. Youtube Video. <http://jp.youtube.com/watch?v=df9BISbYiKY&feature=related>

Question: What is the function of the *kula*?

Week 8, Sessions 15 & 16: October 20-24

Theme: Ritual

Seminar: Sometimes described as 'empty' or meaningless, rituals are nevertheless essential parts of the human social experience. Rituals mark out the social categories for the people in question. They may be more or less related to the natural cycles of the seasons, the moon and the human body, but they will always be ordered in a meaningful way. The study of ritual is another important way of understanding how different people divide up the world into categories. Other concepts to be explored include *rites of passage*, *initiation rites*, *festivals*, etc.

Readings:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 4.

Tierney, John. Political Points: The Value of Rituals. The New York Times. August 15, 2004.

<http://query.nytimes.com/gst/fullpage.html?res=9F01E4DC123FF936A2575BC0A9629C8B63>

Question: What rituals exist at political rallies and campaigns and what are they for?

Podcast:

- Rice, Gillian. Ritual. Science. BBC Radio 4. February 11, 2003.

<http://www.bbc.co.uk/radio4/science/ritual.shtml>

Question: What is the purpose of rituals?

Can anything be made into a ritual?

Is there a biological basis for ritual behaviour?

Do you think it is helpful to think of OCD as ritualized behaviour gone 'out of control'?

Week 9, Sessions 17 & 18: October 27-31

Theme: Symbols

Seminar: Symbols may be regarded as the smallest units of ritual and we can learn a lot by examining them in their own right. What is of interest to anthropologists are public symbols, shared by members of a particular social group, because they express aspects of the ideology and values of the group. Other concepts to be explored include *sign*, *tattoo*, etc.

Readings:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 5.

- Strong. What F(l)ags Engender. Savage Minds. Weblog. June 25, 2007.

<http://savageminds.org/2007/06/25/what-flags-engender/>

Question: What is the symbolism of the U.S. Flag and Uncle Sam as depicted in this blog?

Podcast:

- James, Deborah. South African Land Reform. Thinking Allowed. BBC Radio 4. July 1, 2007.

http://www.bbc.co.uk/radio4/factual/thinkingallowed/thinkingallowed_20070627.shtml

Question: What is the symbolism of land ownership and land reform?

How was land reform carried out, and what were the problems with its implementation?

Week 10, Sessions 19-20: November 4-7

Theme: Cosmology 1: Religion, Magic and Mythology

Seminar: These next 2 weeks will be concerned with broad ideas and explanations which people have about the world in which they live and their place in that world. In all cultures there are notions about beings beyond the living world and these next 2 weeks will explore the social relationships the living have with the dead and with 'supernatural beings'. Other concepts to be explored include *cosmology*, *totem*, *science*, *cults*, etc.

Readings:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 7.

Podcast:

- Guyatt, Nicholas. Cultures of Apocalypse. Thinking Allowed. BBC Radio 4. January 23, 2008. http://www.bbc.co.uk/radio4/factual/thinkingallowed/thinkingallowed_20080123.shtml

Question: What is the apocalypse and how many Americans believe it will happen soon?

How is U.S foreign policy influenced by religious apocalypitics?

How has global warming reinforced the idea of the apocalypse?

Can fear about global warming be seen as a code for a deeper anxiety?

Week 11, Sessions 20-21: November 10-14

Theme: Cosmology 2: Witchcraft, Shamanism and Syncretism

Seminar: This week shall explore the phenomenon of witchcraft and sorcery and we will analyze the various theories and explanations put forward as a way of coming to terms with them. Other concepts to be explored are spirit possession, shamanism, diviner, etc.

Readings:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 8.
- Strong. Penis-Snatching Epidemic Hits The Press? Savage Minds. Weblog. April 30, 2008. <http://savageminds.org/2008/04/30/penis-snatching-epidemic-hits-the-press/>

Question: How does the Western media depict stories of sorcery and the occult in Africa?

What can these stories tell us about how Africa is popularly imagined in the West?

Podcast:

- West, Harry. Sorcery and Politics in Mozambique. Thinking Allowed. BBC Radio 4. February 8, 2006. http://www.bbc.co.uk/radio4/factual/thinkingallowed/thinkingallowed_20060208.shtml

Question: What is sorcery and counter sorcery?

How did the Portuguese colonizers, Dutch missionaries and FRELIMO independence fighters deal with sorcery beliefs?

How did the Moedans react to these groups?

What role has sorcery played in contemporary politics and democracy?

Week 12, Sessions 22 & 23: November 17-20

Theme: Law, Order and Social Control

Seminar: This week we shall look at social and legal constraints, that is, what mechanisms, formal and informal, society uses to ensure that its members behave within acceptable limits. Other concepts to be explored include *sanctions*, *power*, *norms*, etc.

Readings:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 9.

Podcast:

- Shepherd, David & Miller, Daniel. What is Carnival? Thinking Allowed. BBC Radio 4. January 12, 2005. http://www.bbc.co.uk/radio4/factual/thinkingallowed_20050112.shtml

Question: What is inversion in carnival and what forms does it take?

How do these inversion forms help to sustain the status quo?

How is carnival related to religious festivals like Christmas and Divali?

Week 13, Sessions 24-25: November 25-28

Theme: The Art of Politics

Seminar: This week we shall cross-culturally compare different political systems with a view to appreciating the ingenuity with which humans create and manipulate relations of power and authority in a rich variety of ways in different parts of the world. Other concepts to be explored include *power, kingship, centralized and acephalous systems, descent, lineage, age sets, age grades, ascribed and achieved status*.

Reading:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 10.

Podcast:

- Quigley, Declan. Kingship. Thinking Allowed. BBC Radio 4. September 28, 2005. http://www.bbc.co.uk/radio4/factual/thinkingallowed_20050928.shtml

Question: How is kingship different from royalty and monarchy?

What is the function of the installation ceremony?

What differentiates a king from everyone else?

- Scott, James. Why Civilisations Can't Climb Hills: a political history of statelessness in Southeast Asia. LSE Podcast. May 22, 2008.

<http://www.lse.ac.uk/resources/podcasts/publicLecturesAndEvents.htm>

Question: What is the speaker's belief about hill tribes and their relationship to states?

In what way does his argument depart from traditional views of hill tribes?

What is a necessary precondition for state formation?

- Gray, John. Utopian Hope and Apocalyptic Religion. LSE. Podcast. October 18, 2007. <http://www.lse.ac.uk/resources/podcasts/publicLecturesAndEvents.htm>

Question: How did the collapse of the former Soviet Union unleash unrealistic expectations?

What is the concept of the apocalypse?

How does the speaker apply it to international affairs?

What contemporary world events does the speaker apply the concept to?

Week 14, Sessions 26-27: December 1-5

Theme: Family, Kinship and Marriage

Seminar: Who counts as someone's relative, the degree of relatedness people have with others, and even ideas of how people become related in the first place varies greatly across cultures. Other concepts to be explored include *blood ties*, *new reproductive technologies*, *nuclear* and *extended family*, *fictive kinship*, *matrilineal* and *patrilineal systems*, *endogamy*, and *incest*.

Reading:

- Hendry, Joy. An Introduction to Social Anthropology: Sharing Our Worlds. London: NYU Press. 2008. Chapter 11.
- Jordan, Fiona. Darwin Married His Cousin. Culture Evolves! Weblog. May 11, 2008.
<http://evolutionaryanthropology.wordpress.com/2008/05/11/darwin-married-his-cousin/>

Question: How prevalent is cross-cousin marriage across the world?

Do you think the anxiety about cross-cousin marriage among Pakistanis in the UK is valid?

- Oneman. The End of Marriage. Savage Minds. Weblog. June 21, 2006.
<http://savageminds.org/2006/06/21/the-end-of-marriage/>

Question: Do you agree that marriage in the U.S. today is irrelevant?

- McCracken, Grant. Pets as People. This Blog Sits at the Intersection of Anthropology and Economics. Weblog. June 13, 2004.
http://www.cultureby.com/trilogy/2004/06/pets_are_people.html

Question: In what sense are pets seen as people in the West?

What would be a taboo act regarding one's pets?

Podcast:

- Charles, Nickie. Pets as Kin. Thinking Allowed. BBC Radio 4. April 9, 2008.
http://www.bbc.co.uk/radio4/factual/thinkingallowed/thinkingallowed_20080409.shtml

Question: What are pets substitutes for in human homes?

In what sense do humans believe that pets are a kind of person?

Week 15, Sessions 28-29: December 8-12

Theme: Anthropologists and the Wider Public

Lecture: Anthropology, the study of human cultures and societies, is exceptionally relevant as a tool for understanding the contemporary world, yet it is absent from nearly every important public debate in the Anglophone world. This week we shall explore the reasons behind its lack of exposure and visibility.

Reading:

- Hylland Eriksen, Thomas. Engaging Anthropology: The Case for a Public Presence. New York: Berg. 2006. Chapter 2.

Podcast:

- Bloch, Maurice. Where Did Anthropology Go? Thinking Allowed. BBC Radio 4. July 27, 2005.

http://www.bbc.co.uk/radio4/factual/thinkingallowed_20050727.shtml

Question: What sort of questions did anthropology use to ask but no longer does?

Why have anthropologists stopped asking those questions?

Week 16, Sessions 30-31: December 15-19

This final week we shall 'wrap up' and 'tie together' some of the different themes we have studied during the term through a whole class discussion.



ECN200 World of Business and Economics

Instructor Michael Lacktorin

Semester: Fall 2008

Course Descriptions

This is the most basic course for students destined for the Global Business major and should be taken before any of the other courses in the Global Business curriculum. The first half of the course is an introduction to the world of business focusing on the purpose, basic financial, operating, and legal structures, and major value-creating activities of the typical company. Topics include mission statement, stakeholders, legal forms of business activity, leadership, operations, planning, logistics, controller function, treasury, marketing, sales and service, and human resource management. During the second half, students study fundamentals of macro and microeconomics. Topics include 10 principles of economics, thinking like an economist, interdependence and gains from trade; market forces of supply and demand, elasticity and its application, and supply, demand, and government policies. Students will develop the habit of following on a regular basis major sources of business and economic news. Each class students will be given opportunities to demonstrate how the concepts and theories they are learning in the classroom are evident in the real world of business and economics.

Education Systems

FALL 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 Homework (20%): 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 town researched to the class topic, adding their own thoughts for discussion in class
 - (3) a copy of newspapers articles with comments attached.

3 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

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

Instructor: Norie OSHIMA, PhD

Office hours: TF 10.30-12.00

Website: -

Semesters: Fall 2008

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>

1. 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 (\approx 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.

10%: A report on an excursion

10%: A research paper

- 5% 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.

- 5% 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 Fieldwork

SCHEDULE:

<Week 1>

Theme: Introduction of the Course and Systematic Geography

Readings: None

<Week 2>

Theme: Human Impacts on the Earth

Readings: Reference book 1

<Week 3>

Theme: Making, Manipulating and Interpreting Maps

Readings: Reference book 2

<Week 4>

Theme: Fieldwork

Readings: None

<Week 5>

Theme: Population Growth and Urbanization

Readings: Reference book 1

<Week 6>

Theme: Population Mobility

Readings: Reference book 1

<Week 7>

Theme: Urban Structure and System

Readings: Reference book 1

<Week 8>

Theme: Residential Segregation and Urban Planning

Readings: Reference book 1

<Week 9>

Theme: Perception and Behaviour in Urban Settings

Readings: None

<Week 10>

Theme: 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

HIS 150: World History

Fall Term, 2008 (Tuesday & Thursday, 10:30 – 11:45)

Instructor: Alexander Dolin, Ph.D. & Norihito Mizuno, Ph.D.

Office Hours: Dolin xxxxxx

Mizuno Monday & Wednesday, 13:00-14:00

Tuesday & Thursday, 12:30-13:30

(or by appointment)

Office: Dolin B3 Mizuno C10

#Phone: Dolin 5982 Mizuno 5975

Email: Dolin alexanderdolin@aiu.ac.jp Mizuno nmizuno@aiu.ac.jp

Course Description

HIS150 is an introductory survey course of world history from c. 1400 to the present. By covering a wide geographical area and a long chronology, it will examine the political, economic, and cultural development of various regions of the world and show the interaction between major players in history, also touching upon the greatest cultural achievements of Western and Eastern civilizations. Beginning with the Renaissance in Europe, the course will trace the rise of European super-powers and their long-term impact on the rest of the world, the decline of European power, the rise of the United States, the Soviet Union, and non-Western powers, and on-going globalization in recent decades.

Course Objectives

1. To give the students basic understanding of the evolution of human civilization from the Medieval period till the beginning of the 21st century.
2. To better understand the accumulation and interaction of political, economic, religious factors in history and the causation of major historical events.
3. To develop abilities for critical thinking, as well as for the evaluation of the current global events and phenomena in a historical context.

Course Activities

1. This is a lecture-based course.
2. Students are expected to attend every meeting on time.
3. Students are expected to finish reading the assigned pages of the textbook before coming to class.
4. Special video materials will be used to illustrate some topics, which will help students to understand subject matters better.

Prerequisites

None

Evaluation

1. Final Examination (70%): details on the exam will be announced later.

2. Attendance (30%): attendance will be taken at the beginning of every meeting. Late arrival in a classroom will not be counted as attendance.

Course Materials

William J. Duiker, Jackson J. Spielvogel. The Essential World History, Volume II, 4th edition, 2007.

Course Schedule (D = Dolin, M = Mizuno)

Week 1 (Sep. 2 & 4)

Course Introduction (Sep. 2)

1. FROM THE MIDDLE AGES TO THE RENAISSANCE (D)
The Heritage of Medieval Europe – The Renaissance Society and State – The Intellectual Renaissance and the Arts – Humanism versus Violence – Italian Renaissance – The Renaissance in Central Europe and England – Northern Renaissance– The Legacy of the Renaissance.

Week 2 (Sep. 9 & 11)

2. THE REFORMATION SPIRIT(D)
Martin Luther and the Reformation in Germany – The Spread of the Protestantism in Northern Europe and England – The Catholic Reformation – Witchcraft Mania and Holy Inquisition - The Wars of Religion and their Political Impact.- Revolution and Civil War in England– Bourgeois Revolution in Holland.
3. ABSOLUTISM AND CONSTITUTIONAL MONARCHY IN EUROPE(D)
France under Louis 14 – Holy Roman Empire - Russia under Ivan the Terrible – The Baroque Age in Culture – The Dawn of the Revolution of Science.

Week 3 (Sep. 16 & 18)

4. THE AGE OF GREAT DISCOVERIES(D)
Economic Expansion of the European Superpowers - The Sea Voyages from Spain and Portugal – The Rediscovery of Asia and Africa – The Exploration of the New World – The Emergence of the New Colonial Empires – New Players: Great Britain and Holland – The First Clash of Civilizations.
5. THE MUSLIM EMPIRES AND THE ACHIEVMENTS OF ISLAMIC CULTURE(D)
The Fall of Byzantium and the Emergence of the Ottoman Empire – Turkish Conquests in Asia and Europe – Religion, Society and Art – The Safavids in Iran – The Split of the Mongol Empire - Central Asia under the Timurids – The Mughals in India and the Concept of Religious Syncretism – The British Expansion in India.

Week 4 (Sep. 25)**6. THE RUSSIAN EMPIRE AND EASTERN EUROPE(D)**

Peter the Great and the Westernization of Russia – The Growth of a Military Eurasian Superpower – Russian Society in the 18th c. : the Price of Serfdom – Russia under Catharine the Great – Wars in Europe and Asia - Exploration of Siberia, the Far East and Alaska.

Week 5 (Sep. 30 & Oct. 2)**7. EAST ASIA BEFORE THE 19TH C. (M)**

China after the Mongol Conquest - Ming Period - Manchu Conquest of China - Japan in War and Peace – East Asian International Relations - Early East Asian Encounter with the West

8. THE AGE OF ENLIGHTENMENT IN EUROPE (D)

The Social Grounds of the Enlightenment – The French Philosophers and their Concepts – New Economic Patterns – The Ideals of Culture as a Pathway to the Social Reforms – The Enlightenment in Central, Northern and Eastern Europe - The French Revolution and the Fall of Monarchy – Revolutionary Terror and Revolutionary Wars.

Week 6 (Oct. 7 & 9)**9. THE RISE AND FALL OF THE NAPOLEON EMPIRE (D)**

The Emergence of Napoleon and the Egyptian Campaign - From the Republic to Dictatorship – The Conquest of Europe – The Napoleon Code and Political Reforms – The Defeat in Russia – The Last Stand of the Emperor – Europe after Napoleon – The Legacy of Napoleon.

10. THE RISE OF INDEPENDENT STATES IN THE AMERICAS (M)

Americas under European Colonialism - American Revolution – Independence in Latin America – The Growth of the United States

Week 7 (Oct. 16)**11. INDUSTRIALIZATION AND NATIONALISM IN THE 19TH C. (M)**

The Definition and Background of the Industrial Revolution – Industrial Revolution in UK – The Spread of Industrialization – The impact of the Industrial Revolution – The Growth of Nationalism in Europe

Week 8 (Oct. 21 & 23)**12. EUROPEAN CULTURE AND SCIENCE IN THE 19TH C. (D)**

Classical Philosophy – Literature (France, Great Britain, Russia, Northern Europe) – Painting (France, Great Britain, Russia)– Architecture – Music (Italy, France, Russia) – Theory of Evolution – Natural Science – Technology and Industrial Revolution.

13. WESTERN IMPERIALISM (M)

The Definition and Background of Imperialism – Western Overseas Expansion and Colonialism – Local Response to Colonialism

Week 9 (Oct. 28 & 30)

14. EAST ASIA UNDER CHALLENGE (M)
Qing China's Suffering of Imperialism and Domestic Upheavals – Reforms and Revolutions in China – Japan's Opening to the West – The Rise of Japan as a Modern State
15. GREAT WAR (WW I) (M)
The Domestic Scenes of European States – European International Politics on the Eve of the War – Great War – Peace Settlement

Week 10 (Nov. 4 & 6)

16. THE AFTERMATH OF THE WAR (M)
The Postwar Socio-Political Landscape in Europe – Russian Revolution – The Rise of US and Japan in Asia and Pacific – The Rise of Nationalism in the Non-Western World
17. GLOBAL DEPRESSION & THE AGE OF CRISIS (M)
The Great Depression – The Impact of the Great Depression – Crisis Management – The Rise of Fascism – USSR under Stalin

Week 11 (Nov. 11 & 13)

18. WW II (M)
The Path to War in Asia – The Path to War in Europe – WW II in Europe – WW II in Asia and Pacific
19. THE BEGINNING OF THE COLD WAR (M)
Unshared Vision of Postwar International Order – The Beginning of the Cold War in Europe – The Beginning of the Cold War in Asia

Week 12 (Nov. 18 & 20)

20. THE COLD WAR ERA (1) (M)
Bipolar World under Superpowers – The Recovery and Revival of European Powers and Japan – Decolonization and the Third World
21. THE COLD WAR ERA (2) (M)
Peaceful Coexistence – Complicity of the Cold War Era – Détente – The Last Years of the Cold War

Week 13 (Nov. 25 & 27)

22. THE COLLAPSE OF THE SOCIALIST SYSTEM AND THE MULTI-POLAR WORLD (D)
The Total Crisis of the Socialist System – The Perestroika Movement – The Fall of the USSR and the Formation of the New Independent States – A New Balance of Powers – Russia: from Gorbachev to Yeltsin - Russia on the Way to Recovery – Situation in the other Countries of the Former Socialist Block.
23. THE ACHIEVEMENTS OF CULTURE AND SCIENCE IN THE 20TH c. (D)
European Science and Technology in the First Half of the 20th c. – European Culture in the First Half of the 20th c. – Culture under the Totalitarian Regimes – The Progress of Science in the Second Half of the 20-th c. – The Emergence of Developing States and

the Drift of New Technologies to Asia – The Age of ITR and the Prospects of Globalization – Exploration of Space and other New Frontiers.

Week 14 (Dec. 2 & 4)

24. THE TERRORIST THREAT AND THE GROWTH OF MUSLIM FUNDAMENTALISM (D)

Military Conflicts and National Liberation Movement in the 21st c. - The Emergence of Terrorism – Muslim Expansion over the Globe – Al’ Qaida and the Concept of Jihad – The Clash of Civilizations and the Ways to Reconciliation.

25. THE WORLD IN THE AGE OF GLOBALIZATION (M)

What is “Globalism”? – Globalization Phenomena in the Current World – Toward a Global Civilization?

Week 15 (Dec. 9 & 11)

26. FREE FINAL DISCUSSIONS, VIDEOS, AND REVIEWS (D)

FINAL EXAMINATION (Dec. 16)

LAW 160: The Constitution of Japan and Law

Fall Semester: Monday and Wednesday, 15:30-16:50

Instructor: Tetsuya Toyoda

Office : C16

E-mail: toyoda@aiu.ac.jp

Office hours: Mon. 18:30-19:00, Tue. 08:00-10:00, and Wed. 08:00-10:00

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: namely, 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 occasionally 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 50%: Mid-term exam and final exam.

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

Comprehension Quiz 10%: Occasional comprehension quizzes.

Participation to Class Discussion 20%: Participation to interactive discussions.

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 (Sep. 1)

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

2. The Making of the Meiji Constitution (Sep. 3)

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 (Sep. 8)

Required: Ibid, pp. 18-32.

4. The Constitutional Failure (Sep. 10)

Required: Ibid, pp. 33-52.

NO CLASS on September 15, 2008

III. THE BIRTH OF THE 1947 CONSTITUTION

5. The "Unconditional" Surrender (Sep. 17)

Required: Ibid, pp. 53-64.

6. The End of the Theocracy (Sep. 22)

Required: Ibid, pp. 64-73.

7. Writing the SCAP Draft (Sep. 24)

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.

8. The Features of the SCAP Draft (Sep. 29)

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

9. Struggle for Japanization of the Draft Constitution [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. (Oct. 1)

10. Accommodation to the Constitutional Defeat [students' short presentations] (Oct. 6)

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

11. In-class essay test (Wednesday, Oct. 8)

IV. THE CONSTITUTIONAL POWERS AND DEMOCRACY

12. The Bureaucracy (Oct. 15)

13. The Parliamentary Cabinet System (Oct. 17)

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

14. The Administration of Justice (Oct. 20)

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

15. Mid-term exam (Wednesday, Oct. 22, 15:30-17:30)

16. Review of the mid-term exam (Oct. 27)

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

17. Human rights in its variety (Oct. 29)

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

(No class on Wednesday, Nov. 5, 2008)

18. Equality (I) [student presentation] (Nov. 10)

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

19. Equality (II) [student presentation] (Nov. 12)

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

20. Equality (III) [student presentation] (Nov. 17)

Required: Judgment of the Supreme Court, January 26, 2005 [Equality of foreigners in local government]

21. Status of Foreigners [student presentation] (Nov. 19)

Required: Judgment of the Supreme Court, October 4, 1978 [McLean Case]

22. Freedom of Expression [student presentation] (Nov. 26)

Required: Judgment of the Supreme Court, June 11, 1986 [Hoppo Journal Case]

23. Social Rights [student presentation] (Dec. 1)

Required: Judgment of the Supreme Court, July 7, 1982 [Horiki Case]

24. Economic Rights [student presentation] (Dec. 4)

Required: Judgment of the Supreme Court, April 30, 1975 [the Pharmaceutical Law Case]

VI. REVISION OF THE CONSTITUTION?

25. Constitutional Revisionism (Dec. 8)

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.

26. Final class debate and course evaluation (Dec. 10)

Dec. 15: reserve day

27. Final Exam (Wednesday, Dec. 17, 15:30-17:30)

Sociology 180-1: Sociology
Fall 2008
TR 15:30-16:45
Room TBA

Dr. Etzrodt
Phone: TBA

Office: TBA
Office hours: TBA

Course description

This course introduces students to sociology, the interpretive study of the structures and patterns of collective human existence. Students are provided with a survey of the leading theoretical frameworks and main analytic concepts of the discipline; accordingly, they are furnished with a basic sense of what questions sociologists typically address and, more critically, the trademark manner in which sociologists do so.

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

Course objectives

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

Texts

- Ferrante, Joan. 2006. *Sociology: A Global Perspective*. Sixth Edition. Thomson/Wadsworth.

Assessment

On occasion, class time will be allocated to group exercises. We will explain the nature of said exercises in advance – it might focus on key concepts or important passages in the assigned reading or something else – and we will expect students to come to class

prepared to participate. Participation will count toward 25% of the overall grade. Periodically contributing comments that reflect thoughtful engagement with course material will also help students earn full credit for participation.

There will be three exams, including the final. The first is an in-class exam worth 20% of the overall grade; the second is a take-home exam worth 25% of the overall grade; the last is an in-class final worth 30% of the overall grade.

Expected academic background

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

Policies

Students will be e-mailed outlines of lecture notes. To ensure respect for the privilege of having on-line access to these outlines, attendance will be taken on a regular basis. A student's attendance record will be used to adjudicate cases in which his/her final grade rests on the boundary between a higher and a lower grade; in this type of situation, students with three or less unexcused absences will be given the benefit of the doubt.

Students should disable all cell phones, handheld video games, MP3 players, and other electronic and wireless gadgets before entering the classroom!

Schedule

September 2. Introduction to the course; The Sociological Imagination.

Reading: Ferrante, Chapter 1.

September 4, 9. Theoretical Perspectives and Methods of Social Research.

Reading: Ferrante, Chapter 2.

September 11, 16. Culture.

Reading: Ferrante, Chapter 3.

Date and time to be announced: review for Exam #1.

September 18. Exam #1.

September 25, 30: Socialization.

Reading: Ferrante, Chapter 4.

October 2, 7: Social Organization.

Reading: Ferrante, Chapter 6.

Exam #2 distributed; due October 23.

October 9, 16: Deviance, Conformity, and Social Control.

Reading: Ferrante, Chapter 7.

October 21, 23: Social Stratification.

Reading: Ferrante, Chapter 8.

October 28, 30: Race and Ethnic Classification.

Reading: Ferrante, Chapter 9.

November 4, 6: Gender.

Reading: Ferrante, Chapter 10.

November 11, 13: Family and Aging.

Reading: Ferrante, Chapter 12.

November 18, 20: Population and Urbanization.

Reading: Ferrante, Chapter 13.

November 25, 27: Education.

Reading: Ferrante, Chapter 14.

December 2, 4: Religion.

Reading: Ferrante, Chapter 15.

December 9, 11: Social Change.

Reading: Ferrante, Chapter 16.

Date and time to be announced: review for Final exam.

December 16: Final exam.

Japanese Art History in the World Context

Prof. Hidemichi Tanaka

Course description

This course introduces to the students the Japanese Art History explaining the development of styles and subjects from Jomon period to modern art. Japanese Art is never appreciated like European Art or Chinese Art, but this course offers the idea of the value of the works of this country with comparative point of view. Recently the book on this subject in English is published by this University Press and using it as text with the slides the students can understand well the importance of Japanese Art.

Course Objectives

The Art History is the core of Japanese culture and it is necessary for the students to know how to appreciate the works themselves with eyes. The analysis of the styles and the iconographies of each works is the base for this purpose. The illustrations and the slides help them to compare each other. And the students could understand the historical background of the art.

Course Material

Hidemichi Tanaka, A History of Japanese Art, Akita International University Press, 2008.

Schedule

1st: Introduction, 2nd: Jomon period art, 3rd: Kofun period Art, 4th: Archaism Art (Asuka period), 5th: Classism Art I (Hakuho period), 6th: Classism Art II (Tenpyo period), 7th: Mannerism Art (Heian period), 8th: Baroque Art I (Kamakura period), 9th: Baroque Art II, 10th: Romanticism Art (Muromachi period), 11th: Japonism Art I (Momoyama period), 12th: Japonism Art II (Edo period), 13th: Japonism Art III (Edo period), 14th: Modern Art (Meiji- Showa period), 15th: Conclusion

English Literature

Instructor: Kirby Record
Office: A7
Office Hours: TBA
Style of Class: seminar
Course credits: 3

COURSE DESCRIPTION

This course will explore themes and perspectives selected from a wide range of literature originally written in English. Reading for this course will be extensive. The course will be grounded in an examination and explanation of *genre* expectations: fiction, poetry, and creative nonfiction, which define as a whole the nature of literature. *English Literature in the World A: Voices of "The Other,"* focuses on the theme of alienation and isolation of individuals from mainstream society. Most of the fiction and poems chosen for this course will reflect voices of writers exploring the complexity of human feeling and behavior drawn from complex multicultural settings, which center on conflict between those empowered by mainstream values and political institutions, and those who have been marginalized and/or oppressed. The course will be writing-centered, and students must produce a series of short analytical papers exploring aspects of their readings with original responses. In-class writing, small group discussion, a reading journal and a short presentation will also be part of the course requirements.

COURSE METHODS

This course will be primarily seminar style, where classroom activities center less on lecture and more on small group discussion and participation. Students will be expected to prepare to lead discussion groups and participate in discussions when others are leading.

COURSE OBJECTIVES: Students will be expected to

- 1) learn strategies for understanding a variety of texts and literary *genre*;
- 2) learn to appreciate multiple meanings in the same text;
- 3) learn to approach the text critically, in the sense that underlying values are discerned and challenged from multiple perspectives;
- 4) learn to express their opinions, thoughts and feelings of the text in an articulate and academically mature style, both in writing and orally;
- 5) learn the alternative approaches to literary analysis.

TEXTS AND MATERIALS

The Norton Anthology of Short Fiction by Richard Bausch (Editor) and
R.V. Cassill (Author)
Never Let Me Go by Kazuo Ishiguro

Lolita by Vladimir Nabokov
Collected Poems by Stevie Smith
Extensive handouts

- The readings may be drawn from mainstream and protest writers of Britain and America, as well as writing chosen from Canada, India, Africa, the Caribbean, Australia, New Zealand or any other location where English is written. The readings chosen for this course are drawn from a mixture of world-famous authors, such as Ernest Hemmingway and William Faulkner, and less known writers who are nonetheless considered masters of their respective *genre*. A strong element of the course is the voice of women, both in prose and poetry. For example, Stevie Smith is known among literati for her strikingly original, heartrending poetry about the pain of oppression, while still managing to reveal her sly humor and keen intelligence. From another perspective, Ishiguro's novel
- *Never Let Me Go*, is a flawlessly crafted work, which supposes an imaginary future and poses an ancient but ever-critical question in a startling new light: what does it mean to be human?

GRADING CRITERIA AND ASSESSMENT

40% In-class writing and discussion, reading journal
20% Analytical Paper (1000 to 1200 words)
30% Final paper (1500 to 2000 words)
10% Mini-presentation of chosen topic, with summary report

COURSE SCHEDULE

WEEK ONE

Introduction to course and literary *genre*
From *The Norton Anthology of Short Fiction* (the shorter seventh edition)
William Faulkner
Ernest Hemmingway
Richard Wright

WEEK TWO

From The Norton Anthology of Short Fiction:
Raymond Carver

WEEK THREE

From The Norton Anthology of Short Fiction:
Shirley Jackson
Grace Paley
Margaret Atwood

WEEK FOUR

Nabokov's *Lolita*

WEEK FIVE

Nabokov's *Lolita*

WEEK SIX

Nabokov's *Lolita*

WEEK SEVEN

Nabokov's *Lolita*

WEEK EIGHT

From *Reading Lolita in Tehran*

WEEK NINE

Introduction to poetry
Edna St. Vincent Malay
Elizabeth Bishop
Emily Dickinson
Stevie Smith

WEEK TEN

Analytical Paper #1 due

American and British Women Poets

Stevie Smith

WEEK ELEVEN

Stevie Smith

Never Let Me Go

WEEK TWELVE

Never Let Me Go

WEEK THIRTEEN

Never Let Me Go
Presentations

WEEK FOURTEEN

Never Let Me Go
Presentations, if needed

WEEK FIFTEEN

Never Let Me Go
Presentations, if needed

Analytical Paper #2 due

Conclusion

Instructor's Name **Dr. Alexander Dolin** **&** **Dr. Don Nilson**
Office Hours Office : B - 3 Office : C - 6

E-mail address alexanderdolin@aiu.ac.jp nilson@aiu.ac.jp

Semesters : Spring & Fall Semesters
Day and Time : TBA

Course description

This course offers a general introduction to Civilization Studies and Philosophy and seeks to present global perspectives on the development of various ways of thinking about the individual person and the larger context formed by society, culture, civilization. The course draws upon contemporary interdisciplinary research, including perspectives from history, archeology, ethnography, anthropology, social studies, philosophy, cognitive science, ethics and aesthetics. Studying the history of mankind through the prism of various civilizations and alternative philosophies opens new horizons for analyzing and understanding ideas, laws, religious practices, decision-making, political changes and progress in the arts & sciences as seen in various parts of Europe, Asia, Africa and the Americas. Introductory general explanations of the major concepts of Civilization provide a comparative vision of the human condition and ways of understanding the sources of conflict and the hope for the resolution of conflicts. The course traces various pathways of world civilizations and alternative approaches to philosophy from antiquity to the 21st c., forming a bridge between the past and the present stage of humanity, which now faces enormous changes and challenges on a global scale.

Course objectives :

1. To examine the nature and roots of human civilization and philosophy regarded as universal creative phenomena.
2. To understand what philosophy is and the primary alternative approaches within philosophical studies. To investigate the practical application of philosophy & study of civilizations to human problems.
3. To enhance students' understanding of human culture, values, and history.
4. To reinforce and improve students' analytical and critical thinking skills.
5. To develop creative & critical approaches to problems of globalization.

Special note : This course is a required course for all students in Global Studies and is recommended to all Global Business majors as well. The course aims to provide broad cultural background assumed to be part of all undergraduate study at universities with an emphasis on the liberal arts & sciences. It is also recommended to all students because gaining such knowledge enriches one's life.

Study Materials : There is no *required* textbook for this course.

However there are two *recommended* texts :

- * one in civilization studies :
Phillip. J. Adler & Randall L. Pouwels - World Civilizations . 4th Edition
(Thompson-Wadsworth, 2006).
- * one in philosophy :
Richard Tarnas - The Passion of the Western Mind
(Ballentine Books – Random House, 1991.)

Additional Study Materials Provided (Library & Elsewhere)

Special video materials.
Reference books and websites enlisted for a wide range of topics.
World outline practice maps.
Various online resources : essays, time-lines, regional maps, etc.

Assessment

Percentage of each grading area

Homework assignments	45 points	15 %
Class Participation	45 points	15 %
Examinations	Midterm Exam	20 %
	Final Exam	50%
Exam total:	210 points	70 %

Total number of points 300 100 %

Expected academic background

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

Policies

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

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

Plagiarism is the taking of words or ideas of another person and presenting them as your own. It is acceptable to use someone else’s words or ideas as long as you give the person or source proper credit. If you have doubts or questions about how to give credit to someone else in your own writing, please check with the course instructor or EAP faculty.

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

Format and Activities

Lecture format.

Students are required to use the reference materials provided on the CDR reference discs or on the AIMS / Moodle-based web site.

Students are also expected to fully participate in all classes and to actively view supplementary audio and video materials.

Class Schedule [subject to final modifications]

(In addition, there will be special video materials provided for select classes.)

please note :

[AD] = Lecture by Professor Dolin [DN] = Lecture by Professor Nilson

[AD/DN] = Lecture / Presentation by Professor Nilson & Professor Dolin

1. [AD/DN] **I**ntroduction to the Theory of the Comparative Study of Civilizations and Philosophies – Definitions of Civilization - History of Civilization Studies. – Major Scholars and their Central Concepts from the mid-19th C. to the 21st C.
2. [DN] The Idea of a Philosophy of Civilization - Various Ways to Discover Historical Truth: Archaeology, Cultural Anthropology, , Research in Genetics, Religion Studies, Sociology, Political Studies, etc. Objectivity & Subjectivity in Knowledge and Values.
3. [DN] Evolution and Mankind –Human Genetics in the Study of Human Origins and Migrations - – The Formation of Social Structure and the Emergence of the State - Language, Symbols, and Culture – Transmission of Culture and Acculturation Issues –Cultural Diversity and Cultural Relativism. – the Accumulation & Growth of Knowledge.
4. [DN] Emergence of Religion – Polytheism, Animism and Totemism – Monotheistic Religions – Rites and Rituals - Religion and Mythological Patterns - Religion and Society - Religious Diversity Today - Religious Conflicts – Religion and Science .
5. [AD] The Legacy of Mesopotamian Civilization. (Sumer, Babylon, Assyria) – Evolution of Writing – Aggression and Civilization - –History in Epic Tales – Law and Government – The Code of Hammurabi .

6. [AD] The Legacy of Egyptian Civilization – Egypt’s Uniqueness – The Pharaohs and their Conquests - Religion, Afterlife, and Eternal Life – Pyramids and Mummies —Development of Mathematics, Science and Engineering in Egypt.
- 7 [AD] The Legacy of Indian Civilization. – Mohenjo-Daro and Harappa Culture – Aryan Invasion – Vedic Wisdom – The Gods of Hinduism – The Caste System and Indian Society – Hinduism and Buddhism– Vedic Heritage and Upanishada Philosophy – India under Muslim Rulers and the Problem of Convergence of Cultures.
8. [AD] The Legacy of Chinese Civilization. – Chinese Culture in World History Religious Syncretism: Taoism, Buddhism and Confucianism – Philosophy and Major Geopolitical Concepts - Taoist Natural Science and Medicine – Architecture and Engineering – Literature and the Arts in China – China in the 20th c. and Prospects for the Future.
9. [AD] Confucianism as a System of Life – Humanism (jen) as the Basic Principle – The Role of Cultural Heritage – Compilation of the Five Classics and their Functions in Teaching – Concepts of Loyalty and Filial Piety – Concepts of Social Harmony and Peaceful Administration - *The Analects* (Lun-yui) by Confucius – Confucianism in China as a Pillar of Social Life – Confucianism and Neo-Confucianism in Japan – The Ideals of Bushido – Confucian Ethics Today.
10. [DN] The Legacy of Greek Civilization – Early Hellenic Mythology and Religion - Homeric Greece & the Great Epics - Athens and Sparta – The Persian Wars – Traditions of Democracy in Classical Greece – The Role of Criticism in Greek Civilization – Philosophy and Social Development – Pre-Socratics, Socrates, Plato, and Aristotle .
11. [DN] Hellenic Culture – Emergence of Philosophy – Architecture and Fine Arts – Literature and Theatre – Alexander the Great and Hellenistic Civilization – The Conquests and the Proliferation of Hellenistic Culture — The Need for Religious Tolerance and the Concept of *Ecumenicism*.
- 12 [AD] The Legacy of Roman Civilization – The Roman Republic – The Roman Democracy - Politics and Cultural Expansion - Roman Technology - The Roman Army and the Conquests in Europe, Asia and Africa – The Formation of the Roman Empire.
13. [AD] Roman Culture and the World - Pax Romanum - Judicial System – City Culture – Architecture and Engineering – Fine Arts – Everyday Life – Slavery in Ancient Civilizations - Civilization and Barbarians. – The Heritage of Rome in Europe: from the Dark Ages to the Renaissance .

- 14 [DN] The Legacy of Hebrew Culture - Israel and Jewish Religious Beliefs — Hebrew Torah and The Holy Bible - The Roots of Christianity - The Destiny of the Nation and People of Israel - Anti-Semitism - Judaism Today.
- 15 [DN] The Legacy of Christianity – Emergence of Christian Religion – Formation of the Church – Christianity in Medieval Europe – Reformation & Counter-Reformation - Great Discoveries & Maps of a New World – Copernicus Maps a New Universe - The Christian Church in the Age of Great Discoveries – Christianity and Society – Christianity and Culture – The 19th c. revision of Christianity - The Prospects of the Christian Church in the 21st C.
- 16 [AD] The Legacy of Byzantine Civilization and Eastern Orthodoxy - Byzantium and the Nations Of Eastern Europe - The Phenomenon of Russian Civilization and Eurasian Empires during the Middle Ages. – Russian Civilization before and after the Collapse of the USSR.
17. [DN] The Philosophy of Humanism - Renaissance in Italy – Northern Renaissance - Witchcraft in 16-17th c. Europe - Sources of Authority: the Church, the King, the Group, the Individual - The Divine Right of Kings – Thomas Hobbes: Law, Order and the Social Contract.
18. [DN] Philosophy of the Enlightenment Part 1: Voltaire, Rousseau and other Great Thinkers – The Model of Science as Achievement of Enlightenment – The Social Ideals of the Enlightenment and the French Revolution - Major Philosophic Concepts of the 17th to 19th cc. and their Practical Application.
19. [DN] Philosophy of the Enlightenment Part 2: Western Philosophers : William James, Wittgenstein, Popper, Husserl, Heidegger, and later thinkers - Revolution in Science : From Newton to Einstein & Bohr.
- 20 [AD] The Legacy of Islam – Historical Background – The Pillars of Faith – The Golden Age of Muslim Culture – Islamic Mysticism - Science and Arts - Muslim Fundamentalism and the Concept of Jihad – Muslim Culture and its Contribution to World Civilization.
21. [AD] Japan between East and West - Periods of Cultural Interaction – Chinese Influence - Christian Age and Orandagaku in the Edo Period – Meiji Restoration and Influences from Western Culture – Modernization of Japan - Confrontation with the West – Postwar Japan and American Impact on Mass Culture – Tradition and Innovation.
22. [AD] The Interaction of Civilizations - The Formation of European Civilization and Christian Ideals – Medieval Europe and the Islamic Empires: Political Confrontation and Cultural Convergence. – Civilizations in the Modern Multi-polar World and the Ever-changing Balance of Power – Fundamentalism, Nationalism and Chauvinism – The Pillars of Western Democracy.

23. [AD/DN] The 20th Century : Century of Creativity and Human Achievement
 - Philosophic Doctrines from the East: Gandhi, Sri Aurobindo,
 Suzuki Daisetsu and Zen in the Western Culture - Further Proliferation of Yoga
 and Asian Martial Arts Traditions - Zen Aesthetics and its Role in Japanese
 Culture – Perception of Zen in the West – Suzuki Daisetsu and his Works in Europe
 and America – The Triumphs of Asian Martial Arts in the West. Proliferation of
 Zen in Western Literature, Music and Painting. – New Directions in the Arts.
24. [AD/DN] The 20th Century Seen through Revolutions and Wars: - Political
 Crisis of Western Democracies and WW 1 - Totalitarianism as a Social
 Phenomenon - Marxism and Extremist Marxism in the Communist Countries –
 Socialist Revolutions and Liberation Movements - Nazism and the Abuse of Racial
 Theories – Monarchist Militarism in Japan – W.W. 2 : Problems of Indoctrination,
 Expansion, Aggression, Genocide - Rightist Extremism versus Leftist Extremism.
25. [AD] Transformations in the Industrial and Postindustrial Society - Cold War and
 the Bipolar World - Prewar and Postwar Existentialism – “*Counter-Culture*”
 Escapism - Popular Culture and Mass Culture - Rock & Social Movements –
 Students Revolutionary Movements of the 1960-70’s.
26. [AD/DN] National Liberation Movements and the End of Colonialist
 Geopolitics – “Local” Wars (Vietnam, Korea, Afghanistan, Iraq, Israeli-
 Palestinian Conflict) and Global Influences – The Fall of the USSR and the
 Emergence of the Multi-polar World – Emerging Superpowers of the New Age –
 The Changing Images of the Former Communist Countries – “The Clash of
 Civilizations” and World Terrorism – Emergence of Islamic Fundamentalism –
 Other Types of Fundamentalism and Totalitarianism in Modern Society.
27. [DN] Culture in Industrial Society – Culture in Postindustrial Society –
 Modernization - New Ways of Thinking - The Information Revolution and
 Progress in Science – Multimedia as the Near Future of Civilization – Challenges
 of the Present Era : Environmental Crisis, Global Warming, Threats from :
 Overpopulation, Limited Resources, Nuclear Threat – Re-Examining Ourselves : a
 Philosophy of Survival for Humanity.
28. [DN] The Hopes and Challenges of the 21st c. - Problems of Globalization –
 Military Conflicts and Peaceful Solutions – Combating World Terrorism – The
 Nuclear Threat - Rethinking our Concepts of the Self, Society and Nature - The
 Universal Declaration of Human Rights – Development & Helping Poorer
 Countries – Modern World Trade and Business Philosophy - Prospects of
 International Education - International Projects and Cooperation in Science
 (Space Exploration, Global Warming etc.)

Final Examination

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

HUM 185-1 INTRODUCTION TO AKITA CULTURE (3 credit hours)

Instructor: Norie OSHIMA, PhD

Office hours: TF 10.30-12.00

Office: C05

Website: -

email: n-oshima@aiu.ac.jp

Semesters: Fall 2008

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 the area. Students start studying with finding the answer for '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: Culture in Japanese Domain

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: Dietary Culture

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

HUM230 History of Science (3 credits)

Instructor Don Nilson

Course Description

This course provides an introduction to the history of science through an examination of several major developments in scientific thought from the ancient world to the 21st century. The study of the history of science is both history of ideas and social history. The scientific developments we will focus on will be looked at especially in relation to the changing philosophical background (ideas about knowledge & values) to science as science evolved, however we will also seek to see how science is always a part of a more general social context. This is not a course in science but a course about science. Yet through the course you will learn some of the scientific ideas and results in science that have become a part of our general cultural knowledge which we use in understanding the news or in considering controversies in contemporary society.

The themes or episodes in the history of science to be studied include: the ancient formal sciences of geometry & arithmetic, the great transformation to modern science in the Scientific Revolution of the 17th century, the thought of Newton, Darwin's theory of evolution, the discovery of DNA and the new foundations for genetics, the new genetic sequencing methods and how race came to be seen as a myth, as we discovered our common ancestors. Finally, we will look at the scientific revolutions in the 20th Century and science today.

COM 290 Asahi Shimbun Special Lectures on International Journalism

2008 Fall Semester: Friday 15:00-17:40

Instructor: Asahi Shimbun reporters and Michio Katsumata Office: Director of Library

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

Office hours: Tues & Thrs: 12:00~14:00, 17:00~20:00 Wed: all afternoons and evenings

Fri: 12:00~14:30

Course Description

The lecturers are all staff writers at Asahi Shimbun, a leading newspaper with high-quality in Japan with over 8 million copies of daily circulation. They have long experiences in international reporting, stationed in various countries and areas such as USA, Europe, Africa, Middle-East and Asia. They share their rich experiences in journalism with students, inviting discussions on a wide range of topics from nuclear issues to terrorism, global warming and US presidential election.

Course Objectives

The course aims to teach students: (1) how to read the international news in English newspapers, (2) how the news materials are obtained and filed for articles in the newspaper, (3) why and in what ways the news values are decided in the process of editing, and (4) how to write news articles in English. The international correspondents always have to fight with the several dimensions of the perception gaps between the local people and their readers, between local media and Japanese media, and between reporters and home editors. With their rich colorful examples, the instructors expect students get deeper understanding of the role of mass media in Japan and foreign countries.

Course Materials

There is no textbook nor pre-assigned readings. The International Herald Tribune and Asahi Shimbun (IHT&A), an English daily paper, is basically used as the class material. All the materials will be provided by a lecturer in each class, but students are highly recommended to read the IHT&A on a daily basis. Asahi Shimbun offers a special bargain of IHT&A for AIU students. For those who are interested in further reading on the topics and/or journalism, some recommendable book lists will be offered during the course by instructors.

Classroom Activities

Each lecture stands alone, with information and materials provided in the class. As the class basically consists of lecture and discussion, students are highly encouraged to participate in the Q&A session and in the discussion. Students will also be assigned to write their response essays or reports on the topics discussed in the class.

Prerequisite: None

Evaluation

Class attendance and participation 40% : Participation in the Q&A session and class discussion will be evaluated according to its clarity, presentation skills and development of ideas on the topics. Some writing workshops will be included.

Essays and reports 50%: Students are expected to write 3-5 essays and reports during the course, each around 2 pages, depending on the instructor's requests. These short essays and reports will all be evaluated and reviewed in some classes by Katsumata.

Final paper 10%: Students must submit the final paper as the review of the whole course in 3-4 pages. The paper is evaluated for its clarity, writing skills and thoughts on journalists and journalism.

Class schedule (1 class: 160 minutes =75 minutes × 2 + 10 minutes break)

Lecturers and topics are subject to change.

1. (09/05) How to read English newspaper (1): JO Toshio, IHT&A deputy managing editor
2. (09/12) How to read English newspaper (2): JO Toshio
3. (09/19) Iran nuclear issue and media (1): ANDO Ken, former Teheran bureau chief
4. (09/26) Iran nuclear issue and media (2): ANDO Ken
5. (10/03) US Presidential election: MIZUNO Taka-aki , editorial writer
6. (10/10) What is happening in Africa?: KAWASAKI Takeshi, former Nairobi bureau chief
7. (10/24) Terrorism and international politics (1): SUGIMOTO Hiroshi, former Washington bureau correspondent
8. (10/31) Terrorism and international politics (2): SUGIMOTO Hiroshi
9. (11/07) Global warming and international politics: OGINO Hiroshi, Leader of the Asahi Shimbun Environmental Project, former deputy director of the Asahi Shimbun editorial board
10. (11/14) Southeast Asia and Japan (1): OHNO Takushi, former Manila bureau chief
11. (11/28) Southeast Asia and Japan (2): OHNO Takushi
12. (12/05) Historical Memory and Politics in East Asia: MIURA Toshiaki, editorial writer
13. (12/12) How to write newspaper articles (1): NAKAGAWA Koichi, deputy director of International Division
14. (12/19) How to write newspaper articles (2): NAKAGAWA Koichi

IST130-1: Introduction to Global Studies

Fall 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

**Office Telephone: 5920 (Nakajima), 5941 (Quinones)
5985 (Toyoda), 5882 (Yamazaki)**

**E-mail: m-nakajima@aiu.ac.jp (Nakajima)
ckquinones@aiu.ac.jp (Quinones)
toyoda@aiu.ac.jp (Toyoda)
yama708@aiu.ac.jp (Yamazaki)**

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

September

- 2nd Globalism-Definition (N)
- 3rd The Yalta Agreement (N)
- 9th Overview: "The Clash of Civilizations" (N)
- 10th China TODAY (China, Taiwan and Hong Kong) (N)
- 16th "East Asian Community" (N)
- 17th "The Clash of Civilizations?": Overview, Sec. 1-2 (Y)
- 23rd **National Holiday**
- 24th "The Clash of Civilizations?": Sec. 3-5 (Y)
- 30th "The Clash of Civilizations?": Sec. 6-9 (Y)

October

- 1st Reactions to "The Clash of Civilizations?" (1) (Y)
- 7th Reactions to "The Clash of Civilizations?" (2) (Y)
- 8th Reply to criticism by Huntington (Y)
- 14th **No Class Day**
- 15th Quiz (Y)
- 21st "Why Globalize Yourself?" (Q)
- 22nd Nationalism verse Internationalism (Q)
- 28th Modernization or Westernization? (Q)
- 29th Confucianism and Capitalism (Q)

November

- 4th Communism and Socialism (Q)
- 5th East verse West (Q)
- 11th Quiz (Q)

- 12th Chimni's "International Institutions Today": 1. Introduction (T)
- 18th 2A&B. International Economic and Social Institutions (T)
- 19th 2C&D. International Political and Sub-national Institutions (T)
- 25th 3. Process and Implications of the Nascent Global State (T)
- 26th 4. Meeting Criticisms (T)

December

- 2nd 5. Democratizing the Global State (T)
- 3rd Reflections on the Chimni's article (T)
- 9th Q & A (N)
- 10th Discussion (N)
- 16th 500-word essay (N)

IST230 International Development Studies
INT230 International Cooperation and Development I

Class Hours: Mon and Wed: 15:30 – 16:45

Instructor: Kouichi MORIZONO

Email: morizono@aiu.ac.jp

Office: B-4

Office Hours:

Description:

This is an introductory course of development studies designed to examine basic issues, the logic of development and the development process of developing countries. It will begin with grasping common socioeconomic characteristics and development in developing economies, followed by the analysis of poverty. Development and growth theories and models will be touched on, together with discussion on the evolution of development strategies. It then proceeds to discussions on key issues of development, internal and external, including contemporary debates on development. Through this course, students will get acquainted with key development issues and problems and learn how to address them for policy implications. It will also help student identify the areas of interest for their further study of development.

Objectives:

Through the course, students are expected to: (i) get familiar with developing countries; (ii) acquire the basic but broad knowledge about characteristics of developing socio-economies, and key issues and problems of development; and (iii) strengthen analytical skills of socio-economic phenomena and develop the capability to contemplate remedial measures and policies.

Study Materials:

<Textbooks> No particular textbook will be used but the first two of the reference books listed below will be very often used. All these reference books are available in the library or at websites. In class, mostly handouts prepared by Instructor will be used.

<Reference books, source of readings and other information>

* Soubbotina, Tatyana. Beyond Economic Growth 2nd Ed. World Bank 2004

* Todaro, Michael P.. Economic Development 8th Edition, 2003

* Szirmai, Adam. The Dynamics of Socio-economic Development, Cambridge, 1997

* Willis, Katie. Theories and Practices of Development, Routledge, 2005

* Allen, Tim and Thomas, Alan. Poverty and Development, Oxford, 2004

* Desai and Potter. The Companion to Development Studies, Arnold 2002

* Collier, Paul. One Bottom Billion, Oxford, 2007

* Sen, Amartya. Development as Freedom, Anchor, 2000

* World Bank. World Development Report, annual

* UNDP, Human Development Report, annual

* Other readings and information available at Web sites: World Bank, UNDP, OECD/DAC, ADB, etc,

Assessment

Student performance will be assessed and graded in the following (weights):

(1)	Final Exam	30%
(2)	Quizzes (mostly multiple choice), collectively	30%
(3)	Homework	30%
(4)	Country Report	10%

Note: Above weights may change after announcement.

Expected Academic Background

Not in particular.

Policies

All assignments will be completed by due date and no late submission will be allowed.

Format and Activities

Class sessions will be comprised of lectures and discussions. Generally, each session will be initiated with a lecture on the topic(s) of the day and then class discussions will follow on the questions raised by Instructor. In case study sessions, students' presentations may also be assigned prior to class discussions.

Schedule

<Week 1>

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

* WB: World Development Indicators (handout)

* WB: Beyond Economic Growth (pg7-11)

<Week 2>

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

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

* Szirmai: Chap 1 (pg1-15)

* Websites of WB and OECD/DAC for Country Classification

* Website of UNDP: Human Development Report, 1994 and 2007

<Week 3>

Themes: Development, Poverty and Hunger

- * Szirmai: Chap 1 (pg15-28)
- * Todaro, Chap 1 (pg15-23),
- * Website of OECD/DAC. Poverty Guideline

<Week 4>

Themes: Poverty and Inequality

- * Todaro: Chap 6 (pg195-229)
- * Wills: Chap 1 (pg8-18)
- * Website of ADB. Poverty Indexes

<Week 5>

Themes: Other Common Characteristics of Developing Countries and Key Indicators

- * Todaro: Chap 2 (pg 33-71)
- * Szirmai: Chap 1 (pg28-33)
- * WB: World Development Indicators 2007
- * TBD

<Week 6>

Themes: Millennium Development Goals

- * UN: Millennium Project (Articles, TBD)
- * UNDP, MDGs Website (Articles, TBD)
- * WB: World Development Report 2007
- * TBD

<Week 7>

Themes: Country Case Studies

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

<Week 8>

Themes: Development Models and Strategies: (1)

- * Wills: Chap 2 (pg 26-46),
- * Todaro: Chap 4 (pg 110-122)
- * Szirmai Chap 2 (pg 36-59), Chap 3 (pg68-83)

<Week 9>

Themes: Development Models and Strategies (2)

- * Todaro: Chap 4 (pg123-127, pg128-132)
- * Szirmai: Chap 3 (pg 83-114)
- * Wills: Chap 2 (pg46-60), Chap 3 (pg 69-92)

<Week 10>

Themes: Contemporary Development Strategies and Approaches

* Wills: Chap 4 (pg93-115)

* Todaro: Chap 5 (pg145-178)

<Week 11>

Themes: Specific Development Issues: (1) Population, (2) Agriculture

* Todaro: Chap 7 (pg260-299)

* Szirmai: Chap 5 (pg142-156)

* TBD

<Week 12>

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

* Website of WB: Unemployment and Informal Sector

* Todaro: Chap 8 (pg308-347)

* Todaro: Chap 9 (pg360-405)

* Szirmai: Chap 7 (pg213-253)

* TBD

<Week 13>

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

* Todaro: Chap 11 (pg463-499)

* Todaro: Chap 14 (pg 597-619), Chap 15 (pg634-657)

* Website of OECD: Foreign Direct Investment

<Week 14>

Themes: Contemporary Development Issues: Development Actors, Governance, Other Global Issues

* Todaro: Chap 16 (pg679-719), Chap 17 (pg737-767)

* World Bank: World Development Report 2007

* TBD

Akita International University
INF260 Information Science (3 credits)
Fall '2008

Instructor: Marcin SCHROEDER

Office hours: TBA

e-mail: mjs@aiu.ac.jp

Semesters: Fall

Classroom: TBA

Office: C7

Phone: 886-5984

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

DESCRIPTION: The course introduces students into the concepts and methods of information study, analysis, and management, and acquaints them with a wide range of information related issues in a variety of contexts, including the cultural and social role of information. The introduction into the concepts and methods of information science will provide a solid foundation for the more advanced future study in many possible areas of applications. The skills developed in the course together with the acquired conceptual framework will allow students to comprehend the literature of the disciplines in which information plays the central role (e.g. artificial intelligence, complexity, neuro-psychology, genetics, etc.) Classroom activities and discussions will give students an opportunity to test their competency in information analysis and to deepen their understanding of the subject. The course emphasizes an integrative role of information science in the study of various manifestations of information across a wide range of disciplines.

OBJECTIVES: The objectives of this course can be viewed from the two perspectives. Since it is a course about information, one of its objectives is to introduce students into the new discipline of information science. This means, upon successful completion of the course, students will acquire the conceptual framework of information studies including the concept of information with its diverse meanings, the concepts of information processing, communication, computation, measures of information, etc. They will learn the rudiments of the methods used in studying phenomena and processes involving information in the disciplines such as theoretical computer science, artificial intelligence, psychology or cognitive science, sociology of information, economics of information, etc.

The course has also objectives going beyond the subject matter. Since information has multiple manifestations in practically all domains of human intellectual or practical activities, the course presents the unified view of the central concept of information in the multiple contexts of its applications. Thus, in the second perspective, crucial for the Liberal Arts education, the course is intended as a demonstration of the unity of intellectual inquiry across the physical sciences, social sciences, psychology, and humanities. Students should acquire this view of intellectual inquiry, and

should be able to search for this unified perspective in their studies of other themes.

STUDY MATERIALS:

<**Textbook**> Information Science is a new discipline in the process of consolidation from the interdisciplinary studies with diverse methods and interests. There is no textbook which could meet the demands of the course. Instructor will prepare materials for classes either in the form of handouts, or in the form of information regarding appropriate sites on the internet.

<**Reference books, sources of readings and other information**> For each topic studied in this course, there are extensive literature resources with different levels of difficulty and different levels of necessary preparation. In the following there is a short list of readings which are easily comprehensible without any specific prior preparation and which are related to the content of classes. The mandatory readings will be announced and/or distributed in the classroom. Please ask the instructor about more advanced texts regarding topics of special interest for you, if you want to expand your knowledge beyond the requirements of the course. The following is a sample of books which develop the themes of the course.

Tom Siegfried “*The Bit and the Pendulum*.” Wiley, New York, 2000.

John R. Pierce “*An Introduction to Information Theory: Symbols, Signals and Noise*.” 2nd rev. ed. Dover, New York, 1980.

Simon Singh “*The Cracking Codebook*.” Harper Collins, London, 2004.

Arne Dietrich “*Introduction to Consciousness*.” Pallgrave Macmillan, New York, 2007.

Gary Marcus “*The Birth of the Mind*.” Basic Books, New York, 2004.

Roger Penrose “*The Emperor’s New Mind*.” Penguin, New York, 1991.

Roger Penrose “*Shadows of the Mind*.” Oxford University Press, Oxford, 1994.

Wolfgang Hofkirchner (Ed.) “*The Quest for a Unified Theory of Information*.” Gordon and Breach, Amsterdam, 1999.

Roger R. Flynn “*An Introduction to Information Science*.” Marcel Dekker, New York, 2000.

ASSESSMENT: Student achievement of the course objectives is being measured in terms of student performance on the midterm test (25%), through the evaluation of homework assignments (25%) a major written assignment (25%) and its presentation in the class (25%). Active participation in the class discussions will provide an opportunity to earn extra credit points (up to 10%) which can compensate the loss of points in assignments or the test.

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing

for the course. Although there will be frequent reference to the basic knowledge of several disciplines such as biology, history, psychology, computer science, physics, each time instructor will make an introduction reviewing the high school knowledge necessary for understanding. Genuine interest in the matters related to information and willingness to participate in the discussion of these matters will be of higher importance than the prior academic preparation.

POLICIES: Acts of cheating or other forms academic dishonesty will be dealt with harshly. Students may work together on their assignments or preparation for classes, but every student must prepare individually and without help of others his/her assignments. 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, with some regularly scheduled time for discussion in which all students are expected to participate. Students will have an opportunity to influence the proportion of time allocated for the topics considered in the course by asking questions regarding the issues of special interest for them.

In the second part of the course, each student will select a topic for his or her own study going beyond what was done in the class (with approval and advice of the instructor). Based on this study, he or she will write a paper and will make a short presentation of this paper in the class. Instructor will explain his expectations regarding the size, format, and style of the paper. The general rule is that the volume of the paper is of secondary importance. Even short, but informative and interestingly written paper can get high evaluation, while a long paper inflated by multiple quotations, but without student's own analysis or other significant contributions may get lower grade.

After each class, students are asked to write a conspectus summarizing the content of the class with the focus on the definitions or descriptions of the concepts introduced, main questions asked and answers given to these questions. Although these entries to the journal will not be evaluated by the instructor, they will be of great value for students in their preparation for the next class.

SCHEDULE: The weekly schedule may be modified according to specific interests of students. The initial design of the course themes is as follows.

Week 1: Introduction

- Explanation of the expectations from the side of the instructor and from the side of students.
- Review and modification of the course plan based on the interests of students.

- What is information? Why is it so difficult to answer this question?
- Search for diverse manifestations of information across the academic disciplines and in everyday experience.
- The relationship of the concept of information to other concepts such as knowledge, communication, etc.

Week 2:

- The beginnings of information/communication studies: From Morse to Shannon.
- How to measure transfer of information?
- From the telegraph to the limits of human perception.
- The Magical Number Seven (Plus Minus Two).

Week 3: Other Origins: Cryptography

- Codes and ciphers.
- Deciphering forgotten scripts.
- How to hide a message?
- How to send a message?
- The telegraphic message which involved the US in a world war.
- Enigma
- The case of Phil Zimmermann. What is more important: privacy of citizens or effective control of criminal activities?

Week 4: Language and Logic

- Signs and symbols.
- What is logic?
- Semiotics and its subdisciplines.
- Boolean algebras and logic as calculation.

Week 5: Computers and Computer Information Processing

- What is actually computer doing?
- History of computation from the abacus to Microsoft.
- Analog and digital information.
- Turing machines.
- Computer architecture and design.

Week 6: Biological Information Systems – Genetics

- DNA, double helix, and the inherited information
- Evolution
- From “monkey trial” to “Kitzmiller vs. Dover”
- Emergence

Week 7: Biological Information Systems – Information networks in a living organism

- Neural and hormonal transmission of information
- Neurons, synapses, microtubules
- Human brain
- The mechanisms of sensory perception

Week 8: Review and Midterm

Week 9: Consciousness and AI

- What does it mean “thinking”?
- Can machine think?
- Models of cognitive processes.
- Artificial neural networks

Week 10: Information is physical

- The Second Law of Thermodynamics
- Entropy
- Maxwell’s Demon.
- Humans as “informavores.”
- Solar battery for the eco-system.
- Can computer work without a source of energy?
- Quantum computer.

Week 11: Culture and Information

- Cultural differences in information processing.
- Information society.
- Marshall McLuhan’s “global village”.
- Social information networks.
- The Internet.

Week 12: Information perspective on Art and Music

- Alternative view of information.
- Integration of information.
- Information and aesthetics.
- “Random” music.

Week 13: Search for connections between different forms of information

Week 14: Presentations

Week 15: Final version of the major written assignment.

Japanese Phonetics (3 credits)

Provisional Syllabus as of June 11, 2008

Instructor: Hi-Gyung BYUN

Office: A17

Email: byun@aiu.ac.jp

Phone: 018-886-5973

Semester: Fall (AY2008)

Class hours:

DESCRIPTION:

This course is an introductory course of Japanese phonetics. Students will first learn how to write Japanese consonants and vowels in International Phonetic Alphabet (IPA) and then learn the acoustic characteristics of Japanese sounds as well as prosody such as accent and sentence intonation. The last half of the course will be devoted to learning how to analyze speech sounds by computer. Students will record their utterances and analyze them, examining length of vowels and consonants, vowel devoicing and pitch patterns. No prior knowledge on acoustic analysis is required. Through this course students will be able to improve their standard Japanese pronunciation including perception skills of Tokyo accent.

OBJECTIVES:

At the end of the course, the successful students will be able to

- 1 understand a difference between phonetics and phonology.
- 2 understand how the sounds can be represented using the IPA and apply it to Japanese.
- 3 understand how articulation of individual sounds varies.
- 4 understand how features such as voicing, aspiration, vowel devoicing, place and manner of articulation affect the acoustic pattern of a sound.
- 5 become familiar with computer-based speech analysis.
- 6 improve Japanese pronunciation and pitch perception ability.

STUDY MATERIALS:

<Textbooks>

Ikeda Yuko. *Yasashii Nihongo Shido 5 On'in/Onsei* Tokyo: Kokusai Nihongo Kensyu Kyokai, 2000, 1200yen (+tax) ISBN 4-89358-468-5. Students will be able to buy this book from the instructor. Not available in the bookstore.

<References>

Reading materials for speech analysis will be handed in class

<Sources of IPA and speech analysis>

- IPA learning aid:

<http://www.arts.gla.ac.uk/IPA/index.html>

<http://www.coelang.tufs.ac.jp/ipa/index.htm> (TUFS Language Module)

<http://www.sil.org/computing/speechtools/ipahelp.htm>

<http://www.uiowa.edu/~acadtech/phonetics/> (American English, Spanish and German)

- Free acoustic analysis software

SpeechAnalyser <http://www.sil.org/computing/speechtools/download.htm>(131M)

WaveSurfer <http://www.speech.kth.se/wavesurfer/> (1.6M)

ASSESSMENT: total 100 points

Class participation 28% (1point×28classes=30points)

Quiz 20% (5points×4quizzes=20points)

Iwashi Test 6% (1points×6tests=6points)

Midterm exam 22% (22points)

Final exam 24% (24points)

ACADEMIC PREPARATION:

Since one of the main aims of the course is to notice our Japanese pronunciation, we will always use Japanese in the classroom. Using Japanese will help us to be aware how our pronunciations are different each other. If you are non-native Japanese speakers, you should have ability of Japanese over at least high intermediate level.

COURSE FORMAT AND ACTIVITIES:

(1) The first half of the course will focus on articulatory phonetics-we will learn the IPA. During the last part of the course, we will turn to acoustic phonetics-we will analyze the sounds we have learned at first half of the course by computer and perceptual phonetics-we will have 6 Tokyo Accent tests, Iwashi. (2) The readings are not lengthy, but they contain a lot of new information and a good amount of technical terminology. Keep a running list of the new technical vocabulary you encounter. With the exception of the first class, all readings are to be done before the relevant class. (3) It takes time to get used to acoustic analyses. I hope you allow time for it. You might need long practice to be able to read spectrogram accurately for getting a good score. (4) There will be 4 quizzes and 2 exams, a midterm and a final examination. Quizzes will cover recently-discussed material.

The midterm covers the material for the first half of the course, and the final is comprehensive. Perception tests, Iwashii, will be given during the first 10-15 minutes of class, so if you are late, you will miss your only opportunity to take the tests.

POLICIES:

(1) Attendance is an essential part in this course. If a student is absent 5 times and more without any written proof of inevitable circumstances or any prior notice, his/her grade will be drop one full letter grade (A→B). Late arrival by 10 minutes or more after starting class shall be considered tardy. Three instances of tardy will be counted as one instance of absence. (2) At the discretion of the instructor, make up quizzes and exam will be given in cases of documented illnesses and/or emergencies. No make-up Iwashii tests are allowed. (3) There will be no curve applied in the final grade evaluation. You are going to be evaluated by the scale of achievement points.

SCHEDULE:

The schedule can be changed to meet our needs and students' understanding.

<Week 1>

Introduction, Phonetics vs. Phonology, Minimal pair, Allophone,

Reading: Textbook 5-1, 5-2.

<Week 2>

Organs of speech (articulatory anatomy), IPA

Reading: Textbook 5-3.

<Week 3>

Japanese consonants 1

Reading: Textbook chapter 7.

<Week 4> **Quiz 1**

Japanese consonants 2, Japanese vowels

Reading: Textbook chapter 7, 5-4, 6-1

<Week 5>

Vowel devoicing

Reading: Textbook 6-2

<Week 6> **Quiz 2**

Syllable, Mora, Japanese special morae

Reading: Textbook 4-1, 4-2, chapter 8

<Week 7>

Japanese accent, Sentence-final intonation

Reading: Textbook 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9.

<Week 8> **Mid-term exam**

Review

Reading: Textbook chapter 3

<Week 9>

Introduction to acoustic analysis by computer

Reading: It will be announced during the class at least two lecture in advance

<Week 10>

Analyzing Japanese consonants, Iwashita 1&2

<Week 11> **Quiz 3**

Analyzing Japanese vowels

<Week 12>

Analyzing special mora 1, Iwashita 3& 4

<Week 13> **Quiz 4**

Analyzing special mora 2

<Week 14>

Analyzing word accent and sentence-final intonation, Iwashita 5&6

<Week 15>

Review

Final exam

LNG 180: INTRODUCTION TO LINGUISTICS

Instructor: Kirby Record

COURSE DESCRIPTION:

Linguistics is comprised of several formal areas of study. The structure of language (exemplified for this module by modern English) is examined at the level of *sounds* (phonetics and phonology), *grammar* (morphology and syntax) and *meanings* (semantics and pragmatics). It also includes the study of how *knowledge about language* is applied in social situations in different cultures (sociolinguistics), how *languages change* (even die) over time, and *how people learn language* (language acquisition). We will study each of these aspects of language.

Linguistics 180 offers students an introduction to language by viewing similarities and differences among a variety of languages from a scientific point-of-view. A study of the uniqueness of human language also means looking at the human mind and the relationship of cognition to language. In this course, we will explore questions like: *What is language? What does it mean to know a language? In what ways do people acquire their first language? How do they acquire additional languages? How might languages influence identity?*

This course is also a good “companion course” while studying other subjects in a second or foreign language: students may gain insights into their own language in comparison to other languages.

Linguistics 180 will not be limited to studying a few “popular” languages, but will consider a variety of languages from around the world. In this sense, the course serves as an introduction to the diverse range of languages and language types spoken across the globe. Due to the fact that human languages are so diverse, and language is, itself integral to the construction of culture, it follows that linguistic knowledge is essential for students majoring in “global” areas of study.

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

JAS245-1: Foreign Policy of Japan

Autumn Term: Monday, Tuesday 10:30-12:10

Instructor: Takashi Koyama

Office Telephone: **886-5809**

Course Goals

Students will learn how foreign policy of Japan developed since the Meiji period. They will explore the unique character of Japan's diplomacy and its influence on Asia and the rest of the world. They will also study the serious problems facing Japan's diplomacy and how it needs to be addressed if she is to become a serious player in today's global world.

Course Description

Class participants will study relations between Japan and U.S., Europe, Middle East, China, Russia, South Korea, North Korea and Southeast Asia. They will learn not only their political relationship but also economic relations as well. We will also look at Japan's multilateral economic and political diplomacy.

Classroom Activities

Students will receive lectures and be tested on the lectures' content and assigned readings. They will be expected to engage frequently in discussions and to make verbal and written presentations in class.

Prior Academic Preparations

No prior academic preparation is required.

Evaluation

Two response papers 20% (10% for each)

Participation in class discussions 20%

Final examination 60%

Course Materials

Reading materials will be distributed in class

Class Schedule

1. Japan's Diplomacy
2. Meiji Restoration
3. The Rise of Japan and U.S.
4. Japan's Isolation
5. Pacific War
6. New U.S. Japan Relations
7. Japan's Ordeal
8. Japan U.S. Relations After the Cold War
9. War on Terrorism
10. Economic Relation with the U.S.
11. Discussion
12. China and Taiwan 1950-1980
13. China and Taiwan 1980-2008
14. Korea 1940-1990
15. Korea 1990-2008
16. Asia and the Pacific
17. Russia: Territorial Disputes
18. Russia: Strengthening the Relationship
19. Europe
20. Middle East: Oil Crisis and Relations with Persian Gulf States
21. Middle East: Foreign Policy Initiatives
22. Discussion
23. ODA: From Recipient to Donor
24. Multilateral Political and Economic Diplomacy
25. Who Rules Japan

Jacob Schlesinger. Shadow Shoguns, pp. 91-156.

Alex Kerr. Dogs and Demons, pp. 3-103.

Peter Drucker, "In Defense of Japanese Bureaucracy," Foreign Affairs, September/October, 1998, pp. 68-80.

Kent Calder, Crisis and Compensation, pp. 127-230.

Karel van Wolferen, "The Japan Problem Revisited," Foreign Affairs, Fall 1990, pp. 42-55.
26. Domestic Constraints on Foreign Policy

Michael Green. Japan's Reluctant Realism, pp. 1-76.

T.J. Pempel, Regime Shift, pp.169-220.
27. Japanese Rearmament

Michael Green. Japan's Reluctant Realism, pp. 77-268.

Peter Katzenstein. Cultural Norms and National Security: Policy and Military in Postwar Japan, pp. 191-209.

Kent Calder, Pacific Defense, Chapter V

28. Japan and the World

Gerald Curtis. The Logic of Japanese Politics, pp. 207-242.

Ichiro Ozawa. Blueprint for a New Japan, pp. 36-53 and pp. 90-127.

Michael Green, Japan's Reluctant Realism, pp. 269-286.

29. Final Exam

COMPARATIVE CULTURAL STUDIES

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

DESCRIPTION:

In the first part this course introduces some basic Japanese socio-cultural concepts such as *tatemae/hone*, *giri*, *wabi/sabi*, *ryosai kenbo*, and so forth in order to become familiar with some general constructs, influencing the inherent logic of Japanese society. In the second part, the course introduces Japanese society from a cultural-anthropological perspective with an attempt to present a variety of views on Japan. The emphasis is placed on multi-cultural facets rather than homogeneity of Japanese society. The following topics are covered: sources of Japanese tradition, house/family system, community and neighborhood, social status and stratification, gender, religion, education and career, life cycle and festivals, entertainment, etc.

COURSE OBJECTIVES

Over the course of the program, student will:

- Develop an understanding of some of the more important aspects of Japanese Society.
- Be able differentiate between the important social and cultural aspects of the country.
- Define the differences between Japanese and American/European/Asian (etc.) cultures.
- Recognize unique and borrowed social forms that are found in Japan.
- Appreciate Japanese artistic and cultural properties.
- Understand the nature and purpose of comparative cultural studies.

STUDY MATERIALS:

<Core Textbook> *TEXTBOOKS MAY BE FOUND IN THE LIBRARY, THOUGH STUDENTS MAY CERTAINLY PURCHASE THEIR OWN.*

- Edwin Reischauer. The Japanese Today (Available from the University Bookshop soon).
- Yoshio Sugimoto An Introduction to Japanese Society (Available from the library)

Further readings (all the following may be found in the University library – the number is their stack reference code)

- Sharon Kinsella. Adult manga : culture and power in contemporary Japanese society. 80003748
- Takeo Doi The anatomy of self : the individual versus society 9014755
- Hendry, Joy. Understanding Japanese Society. 91019739
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. 10009969
- Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. 9010146
- Denoon, Donald. Et al. Multicultural Japan.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following areas: (1) Essay (50%), (2) Seminar assignments (30%), and (3) Attendance/participation (20%).

The essay will be of around 2,000 words in length, submitted no later than the **end of week fifteen**. Any of the following essay questions may be used, though anyone wishing to research a different issue may come to see me before the end of week three to agree upon a question of their own choosing (a thing which I strongly endorse).

- 1: “Mass culture depends on its market”. Are Japan’s traditional cultural properties being slowly eroded by the sort of mass popularisation which has seen Kabuki in a Parisian Opera House and Bunraku in a London University?
- 2: Discuss the role of the Mother figure (working and otherwise) in the modern Japanese household. How has her position changed in the last twenty years.
- 3: “Why is Bushido still so important to the Japanese salaryman?” Discuss the ongoing importance of this seemingly feudal concept to Japanese society – especially within business, education and the political field.
- 4: “The countryside is emptying and no-one knows how to stem the tide”. Discuss the current perception of a rapid population decline in areas like Akita Prefecture. Are these fears justified and, if so, what causes/consequences can you identify in this population shift?
- 5: “Believe in a sign of Zeta!” Anime, manga and a host of other Japanese pop-culture icons have exploded onto the world in the last decade or so (Indeed, often the only interlocutor to Japanese culture for some people). What is it about these – often archly Japanese – cultural properties which makes them so accessible and, indeed, are they actually a good example of what Japan has become?

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: Weekly sessions will be divided into lecture and group seminar sessions. During lectures the key points of the course will be presented, exercises carried out and group assignments for the seminars will be issued.

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

SCHEDULE: Slightly modified from that posted to the WEB.

<Week 1>

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

Lecture: Introducing the subject of Japanese Cultural Studies from a comparative point of view and introducing the first important issue of note (*nihonjinron*) to the class.

Seminar Question: What do current views on the notion of *nihonjinron* scholarship say about modern Japanese attitudes to both themselves and others.?

Readings:

- Donald Keene. Appreciations of Culture. Kodansha. (Available from the University Bookshop).
- Takeo Doi The anatomy of self : the individual versus society 9014755
- Hendry, Joy. Understanding Japanese Society. 91019739
- Reischauer, Edwin. The Japanese Today: Change and Continuity. 91016870

<Week 2>

Theme: *Studying Japan.*

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

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

Readings:

- Edwin Reischauer. The Japanese Today.
- Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. 9010146
- Denoon, Donald. Et al. Multicultural Japan.

<Week 3>

Theme: *Screening One: “Ikiru” [To Live].*

Lecture: One of the most heart rending Japanese films ever made which examines the nature of what it was to be Japanese in the post-war period..

Seminar Question: “Review ‘Ikiru’ with an eye to the issue of loyalty and service – what has Japan become for the main characters in the post-war years?”

Readings: NA.

<Week 4>

Theme: *Class and Stratification.*

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

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

Readings:

Edwin Reischauer. The Japanese Today

Yoshio Sugimoto An Introduction to Japanese Society

<Week 5>

Theme: *Work and Labour.*

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

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

Readings:

- Edwin Reischauer. The Japanese Today (Available form the University Bookshop soon).
- Hendry, Joy. Understanding Japanese Society. 91019739
- Denoon, Donald. Et al. Multicultural Japan.

<Week 6>

Theme: *Screening Three: "Tampopo" [Dandelion].*

Lecture: Juzo Itami's masterful parable of food, sex and friendship.

Seminar Question: "Review 'Tampopo' with an eye to the issue of family relations and the position of women in Japanese society, then (mid 1980s) and now."

Readings: NA.

<Week 7>

Theme: *Discovery of the Self.*

Lecture: This week we are going to go over some of the key moments in Japanese history and consider how these have affected social cohesion, religious matters and – ultimately – cultural development.

Seminar Question: “The Japanese have no sense of self. They steal everything they can, and destroy that which they cannot steal” – Gen. Douglas McArthur. Discuss?

Readings:

- Edwin Reischauer. The Japanese Today.
- Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. 9010146
- Denoon, Donald. Et al. Multicultural Japan.

<Week 8>

Theme: *Family Breakdowns.*

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

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

Readings:

- Edwin Reischauer. The Japanese Today (Available form the University Bookshop soon).
- Yoshio Sugimoto An Introduction to Japanese Society (Available from the library)
- Hendry, Joy. Understanding Japanese Society. 91019739
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. 10009969

<Week 9>

Theme: *Screening Three: “Redbeard”.*

Lecture: Akira Kurosawa’s “Redbeard” concerns the relationship between a village doctor and his new trainee. It examines the problem of social injustice and explores two of Kurosawa's favourite topics: existential humanism and existentialism.

Seminar Question: “Review ‘Redbeard’ with an eye to the issue of cultural tensions and the search for identity in a strained period of Japanese history”

Readings: NA.

<Week 10>

Theme: *Minorities and Immigrants.*

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

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

Readings:

- Edwin Reischauer. The Japanese Today (Available from the University Bookshop soon).
- Takeo Doi The anatomy of self : the individual versus society 9014755
- Hendry, Joy. Understanding Japanese Society. 91019739

<Week 11>

Theme: *Insider Dealing.*

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

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

Readings:

- Edwin Reischauer. The Japanese Today (Available from the University Bookshop soon).
- Yoshio Sugimoto An Introduction to Japanese Society (Available from the library)
- Hendry, Joy. Understanding Japanese Society. 91019739
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture.

<Week 12>

Theme: *Screening Four: "A Taxing Woman" or "Minbo no Onna".*

Lecture: Juzo Itami's examines the issue of the Yakuza and the seamier side of Japanese business.

Seminar Question: "Review the film with an eye to the issue of institutional corruption and the part which it still seems to play in Japanese business/politics."

Readings: NA.

<Week 13>

Theme: *Classic Culture: Theatre and Painted Ladies.*

Lecture: This week's lecture examines the more traditional arts which have come back into their own in Japan of late.

Seminar Question: Why is *kabuki* still so immensely popular in Japan?

Readings:

- Edwin Reischauer. The Japanese Today (Available from the University Bookshop soon).

<Week 14>

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

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

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

Readings:

- Edwin Reischauer. The Japanese Today (Available from the University Bookshop soon).
- Sharon Kinsella. Adult manga : culture and power in contemporary Japanese society.
80003748

<Week 15>

Theme: *Screening Five: "Cagliostro's Castle".*

Lecture: Hayao Miyazaki's entrée into the Lupin III franchise, which gave us one of the finest films every made.

Seminar Question: No Homework.

Readings: NA.

A large, brown, metallic robot statue stands on a stone-paved path. The robot has a helmeted head, a torso with intricate mechanical details, and long, segmented arms and legs. The background shows lush green foliage and a clear sky.

Manga Mania:

From Astroboy to Zeta Gundam in
Japanese Popular Media



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

COURSE DESCRIPTION

This course is designed as a survey of important examples of Japanese comic and animation art – as historical moments, aesthetic movements and as Japanese (world even) popular cultural properties.

It explores anime and manga, and its connected bodies from both media theory, and artistic directions, helping students build up an understanding of the media involved. We shall examine significant examples of the art (both in print and on screen), look at the national/global impact and consider how the Japanese perspective on cartoons has come to affect the way the whole world's media now looks at 'cartoons and comics'.

The course is designed to be interactive, and regular participation in seminar and screening/manga review will be required. However, this course is not simply an excuse to read comics and watch movies and it will, if properly and seriously approached by the student, help them develop a rigorous understanding of manga and anime history, artists, and its important bodies.

COURSE OBJECTIVES

Over the course of the program, student will:

- Develop an understanding of exactly what anime and manga are.
- Be able differentiate between important styles and genres.
- Define the differences between Japanese and American/European animation/comics
- Recognize unique and borrowed techniques that are used in Japanese media.
- Appreciate manga and anime as artistic and cultural properties.
- Understand the nature and purpose of anime/manga fan cultures.
- Be able to recognize manga's functions in subculture, mass culture, and high culture
- Identify texts that are significant to the development and definition of anime
- Determine what makes a particular source significant, and not just 'pop'.
- Recognize themes and motifs of these significant texts in later works.
- Trace styles to specific people and to specific cultural forces.

STUDY MATERIALS:

<Core Textbook>

- To be confirmed.

<Other Readings>

- Drazen, Patrick. *Anime Explosion! The What? Why? & Wow! of Japanese Animation*. Berkeley: Stone Bridge Press, 2003.
- Clements, Jonathan and Helen McCarthy. *The Anime Encyclopedia*. Berkeley: Stone Bridge Press, 2001.
- Poitras, Gilles. *Anime Essentials: Every Thing a Fan Needs to Know*. Berkeley: Stone Bridge Press, 2001.
- Allison, Anne. *Permitted and Prohibited Desires: Mothers, Comics, and Censorship in Japan*. Berkeley: University of California Press, 1996.
- Ledoux, Trish. *The Complete Anime Guide: Japanese Animation Film Directory & Resource Guide*. Issaquah, Washington: Tiger Mountain Press, 1997.
- Martinez, D. P., et. al. *The Worlds of Japanese Popular Culture*. Cambridge, UK: Cambridge University Press. 1998.
- Schodt, Frederik. *Dreamland Japan: Writings on Modern Manga*. Berkeley: Stone Bridge Press, 1996.
- Schodt, Frederik. *Manga! Manga!: The World of Japanese Comics*. Japan: Kodansha International, 1983.

WEBSITES

- *Anime-Seiyuu Info Page*. <<http://www.fanfic.net/~hideaway/seiyuu.htm>>.
- *Anime Web Turnpike*. <<http://www.anipike.com/>>.
- *AnimEigo*. <<http://www.animeigo.com/>>.
- *Books on Anime, Manga, and their place in Japanese culture*. <<http://web.mit.edu/anime/www/books.html>>.
- *DVD Discussion App*. <<http://gormenghast.mit.edu/www/lotr/dvd-app-help.html>>
- *Hitoshi Doi*. <<http://www.tcp.com/doi/>>.
- *Parent's Guide to Anime, A*. <<http://www.abcb.com/parents/>>

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 will be as follows:

- **Essay:** ONE, between **2,000 and 3,000** words in length, to be submitted **no later** than the **end of week fifteen**.
- **Mid-term Assignment:** ONE, to be issued in week four and collected by the end of week eight.
- **Seminar Assignments:** WEEKLY, 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.

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 or comic.

Essay Questions

Please **com** to see me by the end of **week three** to agree your essay question. It may be an in-depth review of a series or film cycle, an examination of the history of anime/manga, a biography, a **fully** annotated translation or something else. However, it **MUST** be agreed with me in advance.

EXAMPLES

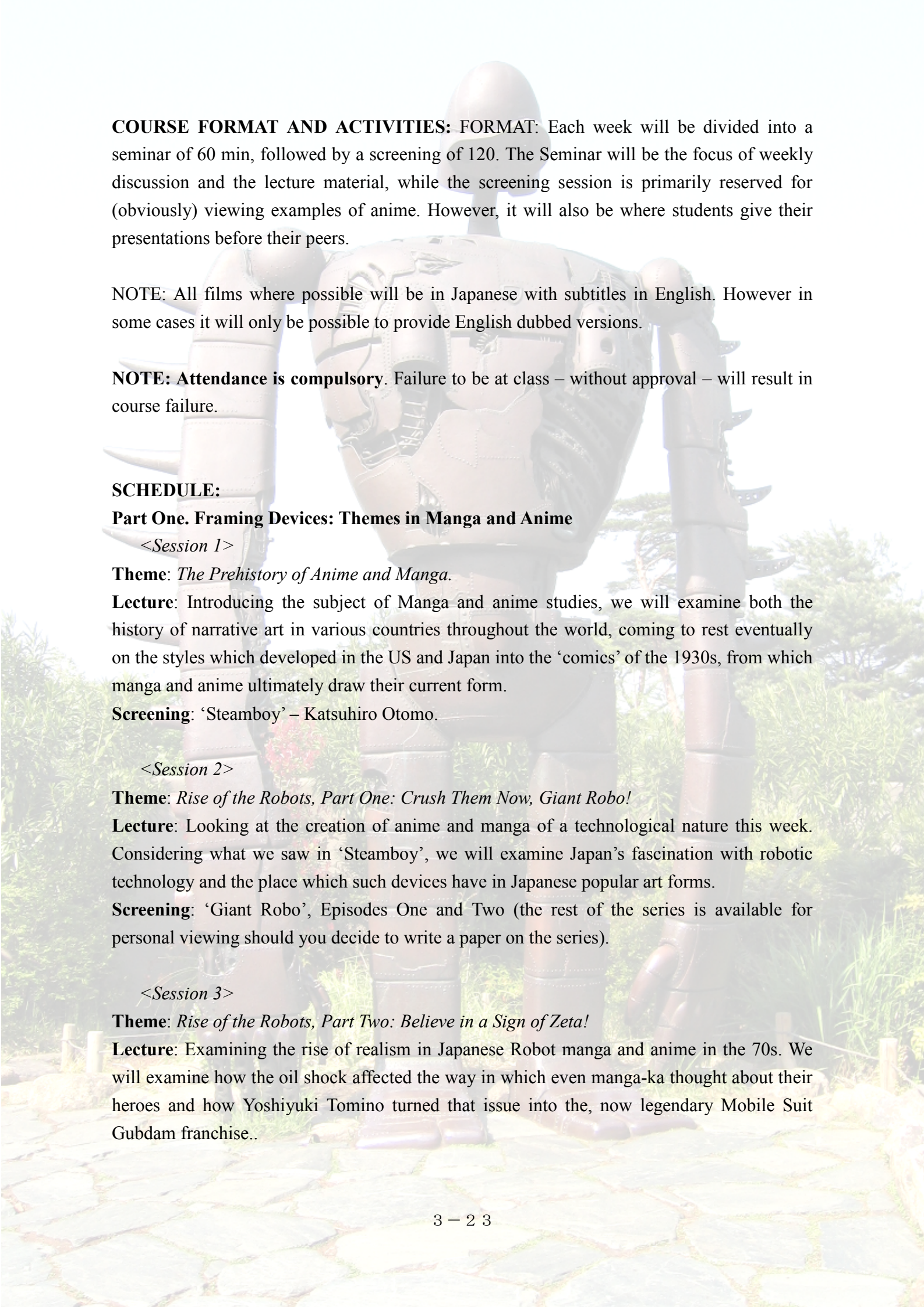
1: “Who am I?” Discuss the nature of the human/robot relationships in *Metropolis* (Tezuka/Otomo/Rintaro - 2001) – with special reference to the characters of Tima, Det. Shunsaku, Kenichi, Rock, Duke Red and Pero. What is humanity trying to achieve in creating servile beings in its own image, and who is to blame when the robots tire of their servitude?

2: “Review”: Select one of the series of film cycles discussed in the course and write a full review of it, discussing character concepts, visual style, narrative and social content.

3: “Translation”: A full translation of chapters One to Four of *Rose of Versailles* – with annotations and explanations of any cultural and artistic points of note.

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 seminar of 60 min, followed by a screening of 120. The Seminar will be the focus of weekly discussion and the lecture material, while the screening session is primarily reserved for (obviously) viewing examples of anime. However, it will also be where students give their presentations before their peers.

NOTE: All films where possible will be in Japanese with subtitles in English. However in some cases it will only be possible to provide English dubbed versions.

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

SCHEDULE:

Part One. Framing Devices: Themes in Manga and Anime

<Session 1>

Theme: *The Prehistory of Anime and Manga.*

Lecture: Introducing the subject of Manga and anime studies, we will examine both the history of narrative art in various countries throughout the world, coming to rest eventually on the styles which developed in the US and Japan into the ‘comics’ of the 1930s, from which manga and anime ultimately draw their current form.

Screening: ‘Steamboy’ – Katsuhiro Otomo.

<Session 2>

Theme: *Rise of the Robots, Part One: Crush Them Now, Giant Robo!*

Lecture: Looking at the creation of anime and manga of a technological nature this week. Considering what we saw in ‘Steamboy’, we will examine Japan’s fascination with robotic technology and the place which such devices have in Japanese popular art forms.

Screening: ‘Giant Robo’, Episodes One and Two (the rest of the series is available for personal viewing should you decide to write a paper on the series).

<Session 3>

Theme: *Rise of the Robots, Part Two: Believe in a Sign of Zeta!*

Lecture: Examining the rise of realism in Japanese Robot manga and anime in the 70s. We will examine how the oil shock affected the way in which even manga-ka thought about their heroes and how Yoshiyuki Tomino turned that issue into the, now legendary Mobile Suit Gundam franchise..

Screening: ‘Mobile Suit Gundam Movie I’ (the rest of the films are available for personal viewing should you decide to write a paper on them).

<Session 4>

Theme: *The Magical Girls, Super Teams and Tenti-Porn.*

Lecture: Looking at material from series such as ‘Cutey Honey’ and ‘Tenchimuyo’ and ‘Urotsuki Doji’) we will examine a variety of sub-genres in anime and manga – examining the different elements of ‘fan service’ for which these properties cater.

Screening: ‘Tenchi Muyo’, Episode’s One and Two (the rest of the series is available for personal viewing should you decide to write a paper on the series).

Part Two: Among Giants: The Gods of Manga.

<Session 6>

Theme: *Monkey Punch.*

Lecture: This week we will focus on the work of this radical manga-ka and the ways in which he had attempted to ‘push society’s buttons’ for decades with witty, and often intentionally offensive, material. We will be reading sections of several works in class and you will be expected to complete these readings for the seminar session.

Seminar/Screening: “Cagliostro’s Castle”.

<Session 7>

Theme: *Miyazaki Hayao.*

Lecture: Before he was the best known Japanese animation director, Miyazaki was one of the best known Japanese manga-ka. In this lecture we will examine sections of his masterpiece ‘Nausicaa of the Valley of the Wind’ and look at its message of natural conservationism.

Seminar/Screening: We will watch the film version of Nausicaa and compare its rather Messianic qualities to the more sombre, nature oriented manga.

<Session 8>

Theme: *Matsumoto Leiji.*

Lecture: The man who took the Space Opera genre from Western Fiction and recreated it for Japanese manga and anime. We will be examining material from ‘Capt. Harlock’, ‘Galaxy Express 999’ and ‘Space Battleship Yamato’.

Seminar/Screening: We will watch the film version of ‘Galaxy Express 999’ and discussing Matsumoto’s use of romantic symbolism in his work.

<Session 9>

Theme: *Tezuka Osamu.*

Lecture: The Father of Japanese Anime and Manga. We will examine his life and work, with an eye to his love of classical literature and the potential he saw in technology.

Seminar/Screening: We will watch ‘Metropolis’ – Osamu Tezuka, Rintaro, Katsuhiro Otomo – and discuss the nature of the robot/human relationships in the film.

Part Three: A Knight’s Dark Dreaming: Rebels and Romantics.

<Session 11>

Theme: *Ikeda Ryoko and Clamp.*

Lecture: Looking at the work of these important women manga-ka, we will examine the rise of feminist thought in Japanese pop-culture and the way that as many men flock to these writers as women.

Seminar/Screening: ‘Rose of Versailles’, Episodes one to three (the rest of the series is available for personal viewing should you decide to write a paper on the series).

<Session 12>

Theme: Shirow Masamune.

Lecture: Looking at the work of the man who made Robots sexy. We will examine his early work and his obvious love of women, before moving onto his dystopian tale “Appleseed”.

Seminar/Screening: ‘Appleseed’ Movie One.

<Session 13>

Theme: Azuma Kiyohiko.

Lecture: A recent arrival on the manga circuit, but one whose irreverent take on Japanese modern living (especially at school) has found many fans among the post-bubble generations.

Seminar/Screening: ‘Azumanga Daioh’ Episodes 1-4 (the rest of the series is available for personal viewing should you decide to write a paper on the series).

<Session 14>

Theme: Toriyama Akira.

Lecture: The man who kicked off the true globalization of anime with the hugely popular Dragonball Z series. We shall examine his early work and look at the self deprecating style which has made his clumsy heroes and villains so appealing.

Seminar/Screening: Dragonball Ep 1 and Dr. Slump Ep 1.



Part Three: Special Requests

On Weeks five and ten, a film voted for by the class will be shown. Please cast your votes for each film before the end of week one so that they can be acquired in time.

<Session 5>

Theme: *Special Cinema 1: Miyazaki*

- 1: *My Neighbour Totoro.*
- 2: *Kiki's Delivery Service*
- 3: *Spirited Away*
- 4: *Laputa*
- 5: *Howl's Moving Castle*

<Session 10>

Theme: *Special Cinema 2: Twisted Tales*

- 2: *Cutey Honey (Live Action)*
- 3: *Lupin III (Live Action)*
- 4: *City Hunter (Live Action)*
- 5: *Initial D (Live Action)*

ECN302 Management of Knowledge, Information, and Technology

Instructor: Shingo Nishikawa

Semester: Fall 2008

Course Descriptions

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