

BUS320 International Business
ECN 304 International Business
Fall Semester 2008

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DESCRIPTION: This is an introductory course in international business. Major topics are national differences in political economy and culture, international trade and investment, international monetary system, international capital markets, foreign exchange rates, international corporate strategy and structure, and international business operations, i.e., manufacturing, materials management, marketing, R&D, and HRM.

COURSE OBJECTIVES: Students will attain basic understanding of a wide range of theories and concepts related to national differences in political economy and culture, international trade and investment, the international monetary system, international capital markets, foreign exchange rates, international corporate strategy and structure, and international business operations. At the end of the course, the successful student will be able to explain how these concepts and theories apply, or do not apply or may apply uniquely, to the real world.

STUDY MATERIALS:
<Textbook> Hill, Charles. International Business: Competing in the global marketplace, 6e. International edition. McGraw-Hill, 2007.

ASSESSMENT:
40% class participation, 20% Exam 1, 20% Exam 2, 20% Exam 3

ACADEMIC PREPARATION: Students are strongly encouraged to have successfully completed courses in algebra, statistics, macroeconomics, microeconomics, financial accounting, and principles of management, or their equivalents before challenging this course. Students will find it advantageous also to have completed courses in marketing and finance prior to this course.

COURSE FORMAT AND ACTIVITIES:
Generally, class sessions will be divided into lectures and discussion/presentations. On lecture days, we will review theories and key concepts related to our present theme. Before the lecture, students will have completed the assigned reading and will be familiar with key

concepts and theories. During our review, students will be called upon to help explain concepts and theories. On discussion/presentations days, student teams will demonstrate the application of theories and key concepts to the real world of Global Business through presentations and Q&A sessions.

SCHEDULE:

The following topics are subjective to changes.

Chap 1: Globalization (YEH)

Chap 2: National Differences in Political Economy (YEH)

Chap 3: Differences in Culture (YEH)

Chap 5: International Trade Theory (YEH)

Chap 7: Foreign Direct Investment (YEH)

Chap 12: Strategy of International Business (NISHIKAWA)

Chap 13: Organization of International Business (NISHIKAWA)

Chap 14: Entry Strategy and Strategic Alliance (NISHIKAWA)

Chap 15: Exporting, Importing, and Countertrade (NISHIKAWA)

Chap 16: Global Production, Outsourcing, and Logistics (NISHIKAWA)

Chap 17: Global Marketing and R&D (NISHIKAWA)

Chap 18: Global Human Resource Management (NISHIKAWA)

Chap 19: Accounting in International Business (YEH)

Chap 20: Financial Management in International Business (YEH)

ECN320 International Trade

Instructor: Hiroya Ichikawa

Semester: Fall 2008

Course Descriptions

Desirability of a liberal system of international trade has been commonplace economic discourse since classical economists articulated the principle of comparative advantage nearly 200 years ago. Protection of domestic producers aids domestic producer while conceding interests of domestic consumers and the global economy as a whole. For more than half a century, global economic interest has been defended mainly by agreements to liberalize trade, often led by super powers with stakes in global prosperity. This course will review international trade theories and policies. Students will gain understanding the nature of trade disputes, universality vs. regionalism, and bilateralism. Students interested in international relations will gain further understanding of the complex nature of international trade relationship among nations.

ECN321 Industrial Organization

Instructor: Hiroya Ichikawa

Semester: Fall 2008

Course Descriptions

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

ECN220 MACROECONOMICS / ECN322 ECONOMICS OF GLOBALIZATION

(3 credit hours)

Instructor: Takashi YAMAMOTO, PhD

Office hours: to be announced

Office: A33

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

Email: yamamoto@aiu.ac.jp

Semesters: Spring, Fall

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

DESCRIPTION:

Global economic integration makes nation states vulnerable to external shocks on the one hand, but provides access to previously inaccessible economic opportunity on the other. These forces become increasingly relevant as the world becomes "smaller." In a literal sense, globalization is international integration. It can be described as a process by which the people of the world are unified into a single society. The course focuses on various "globalized economic" issues.

OBJECTIVES: This course is to provide students with opportunities to inquire and analyze various issues on "globalized economy". On completion of this course students should be able to critically evaluate the literature on globalization, to express this understanding through written and oral communication, and to present reviews and analyses of particular issues related to globalization. For better understanding of globalization, students are expected to familiarize themselves with current issues by reading major newspapers and news magazines.

STUDY MATERIALS:

<Textbooks>

- **Jackson, Robert M. Global Issues 2008/2009.** McGraw-Hill Contemporary Learning Series, 2008.
- Many reprints from journals and magazines, which you can download from AIMS.

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

- (i) Midterm paper: an essay of your view on an issue, supplemented by appropriate statistics (up to 3 pages, 40%);
- (ii) Final paper: platform on any three issues, as if it is demonstrated when you are running for a public office (up to 5 pages, 50%); and
- (iii) Class Participation (10%).

ACADEMIC PREPARATION: Before enrolling in this course, students should have successfully completed, at a minimum, speech communication and composition (I and II), or their equivalents, or permission of the instructor. Students should be competent in communication in English so that this course will be a good preparation for the classes at foreign universities.

POLICIES: All assignments and exams 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.

COURSE FORMAT AND ACTIVITIES: This course consists of lectures and in-class discussions / debates. Students *must* finish the first group of reading prior to the lectures so that they would not miss opportunities to maximize inputs from lectures. Lectures will be a suitable place to confirm vocabulary and important concepts on a specific issue of economic globalization. Lectures will be followed by group activities. The whole body of students will be divided into several groups where students will develop their views and opinions by discussing with other members of its group. Students may learn from audio-visual materials during this group activity session. For some issues, students *must* read additional materials prior to session of structured discussion or debates. Sessions of discussion or debates will be intended to develop skills for oral presentation and intellectual interaction (not a place of battles!).

READING LIST

GI: Global Issues 2008/2009

Issue 1 - *What is Special about Globalization?*

Readings for lecture

- **16.** Peter Marber, **Globalization and Its Contents**, *World Policy Journal*, Winter 2004/2005 (GI)
- Moises Naim, **The Five Wars of Globalization**, *Foreign Policy*, January/February 2003 (download at AIMS)

Readings for discussion / debate

- Visit the website: <http://www.npr.org/templates/story/story.php?storyId=4622200>, and
 1. Read book excerpts from *The Travels of a T-Shirt in the Global Economy*.
 2. Listen to the 3 programs listed on the site
 - After 200 Years, U.S. Remains King of Cotton
 - Behind Shanghai's Boom Is a Simple T-Shirt
 - U.S. Town's Economy Shifts Away from T-Shirt Business

Issue 2 - *Characteristics of Globalization: Does Globalization Occur for Everybody or Only for Somebody?*

Readings for lecture

- **2.** Thomas L. Friedman, **It's a Flat World, After All, THE WORLD IS FLAT**, *New York Times*, April 3, 2005 (GI)
- **17.** Pankaj Ghemawat, **Why the World Isn't Flat**, *Foreign Policy*, March/April 2007 (GI)
- Richard Florida, **The World is Spiky**, *The Atlantic Monthly*, October 2005 (download at AIMS)
- Foreign Policy: Globalization Index 2007 (http://www.foreignpolicy.com/story/cms.php?story_id=3995)

Readings for discussion / debate (download at AIMS)

- Robert J. Dunn Jr. 2001. "Has the U.S. Economy Really Been Globalized?" *The Washington Quarterly* (Winter): 53-64.
- Jeffrey D. Sachs. 2000. "The Geography of Economic Development," *Naval War College Review*, Autumn 2000:93-105.

Issue 3 - International Trade: *For Whom Trade, either Free or Fair, is Beneficial?*

Readings for lecture

- **10. Honor Hsin, *Bittersweet Harvest: The Debate Over Genetically Modified Crops*, *Harvard International Review*, Spring 2002 (GI)**
- Joseph Stiglitz, **Social Justice and Global Trade**, *Far Eastern Economic Review*, March 2006 (download at AIMS)
- Sarah Glazer, “Fair Trade Labeling” *CQ Researcher*, May 18, 2007. (download at AIMS)

Audio-visual material in the class

- “International Trade” from *New Global Economics* series. 2004. Film for the Humanities and Sciences.

Readings for discussion / debate (download at AIMS)

- David Dollar and Art Kraay. 2002. “Spreading the Wealth,” *Foreign Affairs* (January/February): 120-133.
- Dani Rodrik. 2001. “Trading in Illusions,” *Foreign Policy* (March/April).

Issue 4 - Trade and Employment: "*Globalization or Our Jobs*" or "*Globalization for Our Jobs*"?

Readings for lecture (download at AIMS)

- David K. Shipler. “Importing the Third World”, *The Working Poor*. 2004
- George J. Borjas. “Globalization and Immigration”. Michael M. Weinstein ed. *Globalization – What’s New?*. 2005, Columbia University Press.
- Jagdish Bhagwati. “Women: Harmed or Helped?” *In Defense of Globalization*. 2004. Oxford University Press.

Readings for discussion / debate (download at AIMS)

- Robert E. Scott. 2002. “Fast Track to Lost Jobs,” *Economic Policy Institute Briefing Paper*.
- Douglas A. Irwin. 2002. “The Employment Rationale for Trade Protection,” in *Free Trade Under Fire* (Princeton: Princeton University Press), pages 70-90.

Issue 5 - Poverty Alleviation: *What is Good to People in Poverty?*

Countries like China, India, and Brazil have developed as economic globalization goes, but some Sub-Sahara African countries are still in poverty. What lies beneath this difference? How do poor countries become more successful? How can other countries help them?

Readings for lecture

- **3.** Jeffery D. Sachs, **Can Extreme Poverty Be Eliminated?**, *Scientific American*, September 2005 (GI)
- **4.** William Easterly, **The Ideology of Development**, *Foreign Policy*, July/August 2007 (GI)
- **36.** Muhammad Yunus, **The Grameen Bank**, *Scientific American*, November 1999 (GI)
- Foreign Policy: Failed States Index 2007 (http://www.foreignpolicy.com/story/cms.php?story_id=3865)

Guest lecture if schedule allows.

Readings for discussion / debate (download at AIMS)

- David Dollar. 2003. "Eyes Wide Open: On the Targeted Use of Foreign Aid," *Harvard International Review* 25 (Spring): 48-52.
- William Easterly. 2002. "The Cartel of Good Intentions," *Foreign Policy* (July/August): 40-44.

Issue 6 - Environment: *How Can We Make the World Sustainable for the Next Generations?*

Readings for lecture

- **11.** Lester R. Brown, **Deflating the World's Bubble Economy**, *USA Today Magazine*, November 2003 (GI)
- **12.** Elizabeth C. Economy, **The Great Leap Backward?**, *Foreign Affairs*, September/October 2007 (GI)
- **13.** **Water Is Running Out: How Inevitable Are International Conflicts?**, *Integrated Regional Information Networks*, October 23, 2006 (GI)
- **14.** Katharine Mieszkowski, **Plastic Bags Are Killing Us**, *Salon.com*, August 10, 2007 (GI)

Readings for discussion / debate (download at AIMS)

- Rachel S. Cox, "Ecotourism" *CQ Researcher*, October 20, 2006. (download at AIMS)

Issue 7 - Governance: *What Can Be Done for Global Welfare and Justice?*

Readings for lecture

- **39.** Wendell Bell, **Humanity's Common Values: Seeking a Positive Future**, *The Futurist*, September-October 2004 (GI)
- **41.** David A. Vise (staff), **What Lurks in Its Soul?**, *The Washington Post*, November 13, 2005 (GI)

Readings for discussion / debate (download at AIMS)

- Robert Wright. 2000. "Continental Drift," *New Republic* 222 (January 17): 18-23.
- Martin Wolf. 2001. "Will the Nation-State Survive Globalization?" *Foreign Affairs* 80 (Jan/Feb): 178-190.

FIN410 International Finance
ECN 323 Money, Banking and International Finance
Fall Semester 2008

Tsung-ming YEH, PhD
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Office: A32

DESCRIPTION:

In this course, students will learn the mechanisms of money, interest rates, financial intermediaries (banking, securities, insurance and consumer finance industries), financial markets (money market, bond market, stock market), and international finance (foreign exchange market, and internal financial system). This course will also apply economic analysis to the interest rates, financial markets and banking management systems.

COURSE OBJECTIVES:

Students will attain basic understanding of a wide range of theories and concepts related to banking, markets, and international finance. At the end of the course, the successful student will be able to explain how these concepts and theories apply, or do not apply or may apply uniquely, to the real world.

STUDY MATERIALS:

Textbook

The Economics of Money, Banking, and Financial Markets, Frederic Mishkin, Pearson Addison Wesley, latest edition.

ASSESSMENT:

Exams (60%), Participation/Exercises (40%).

ACADEMIC PREPARATION:

Before enrolling in this course, students should have successfully completed introductory macroeconomics, microeconomics, corporate finance, financial accounting, or their equivalents.

COURSE FORMAT AND ACTIVITIES:

Generally, class sessions will be divided into lectures and discussion/presentations. On lecture days, we will review theories and key concepts related to our present theme. Before the lecture, students will have completed the assigned reading and will be familiar with key concepts and theories. During our review, students will be called upon to help explain concepts and theories. On discussion/presentations days, student teams will demonstrate the application of theories and key concepts to the real world of banking and finance through presentations and Q&A sessions.

SCHEDULE:

The following topics are subjective to changes.

- ① Overview of financial systems and money
- ② Interest rate and theories
- ③ Theory of rational expectations, and the Efficient Market Hypothesis
- ④ Economic analysis of financial structure
- ⑤ Banking and the management of financial institutions
- ⑥ Banking industry: structure and competition
- ⑦ Non-bank finance
- ⑧ Financial derivatives
- ⑨ The Foreign Exchange Rate
- ⑩ International Financial System

ECN 324 History of Economic Thought

Instructor: Michael Lacktorin

Semester: Fall 2008

Course Descriptions

The course begins with study of early preclassical economic thought. We then proceed to understand mercantilism, physiocracy, and other precursors of classical economic thought. This is followed by classical economic thought and its critics, focused particularly on Smith, Ricardo, Malthus, Mill, and Marx. We then move to the neoclassical period and foundations of marginal analysis and ideas of Jevons, Menger, and Marshall. From this period we study also Walras and general equilibrium theory, institutional and historical critics of neoclassical economics, including the Austrian critique and debate about socialism and capitalism. At the end of the course we turn our attention to modern economics and its critiques, focusing on development of modern economic thought, including microeconomic theory, econometrics and empirical methods, and modern heterodox economic thought. This is an advanced undergraduate course in economics.

ECN325 Economic Development

Instructor: Hiroya Ichikawa

Semester: Fall 2008

Course Descriptions

During the last two decades, economic development debates have focused on need for economic reform to achieve macroeconomic stability, stronger institutions and better governance, and social justice to involve people in the decisions that affect them. Students will learn how UNDP, WTO, and World Bank/IMF are working to reduce poverty, promote trade and development, and respond to climate changes. We will pay special attention to UNDP's Millennium Development Goals, and related activities of the UN Committee for Development Policy (CDP). Through CDP case studies of Least Developed Countries (LDCs), students will gain insight into the complex nature of coordination among international organizations and member nations and the limits and problems of United Nation effectiveness. LDC issues will be connected to the desirability of a liberal system of international trade based on the principle of comparative advantage. Students will examine trade issues facing developing countries. What are some of the major IMF Programs? Does foreign aid work? What are the challenges of structural adjustment? These and other related questions will be explored. Finally, we address climate change and development. We examine critically the UN Millennium goals that world leaders have promised to work together to advance development and reduce poverty by 2015, while examining the theories of Amartya Sen and new institutionalists who challenge the orthodoxies of development. *(The instructor is one of 24 'experts' nominated by the UN Secretary-General to the CDP. The CDP is an advisory body of the United Nation's Economic and Social Council.)*

ECN328/338 INTERMEDIATE MICROECONOMICS (3 or 4 credit hours)

Instructor: Takashi YAMAMOTO, PhD

Office hours: to be announced

Office: A33

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

Email: yamamoto@aiu.ac.jp

Semesters: Fall

Meeting times: T, R 15:30-16:45

DESCRIPTION: This course examines and develops techniques of neoclassical economic theories and analysis in more mathematically rigorous frameworks than introductory microeconomics courses.^(*) We will be discussing how individuals optimize their choices in a world of scarcity and how these individual choices add up to an overall social equilibrium. We will start with consumer behavior, then go to theory of the firm, cover market structures, discuss exchange, examine externalities, and conclude with public goods. Throughout the course, we will seek to develop our economic intuition as well as understand specific models and problems.

^(*) *For example, students in an introductory course must have learned that demand curves usually have a negative slope, but they did not study the reasons. Students in this course are expected to show mathematically why it is so.*

STUDY MATERIALS:

<Textbooks>

- **Varian, Hal R. Intermediate Microeconomics: A Modern Approach, 7th edition.** W.W. Norton & Co., 2006.

<Study Guide>

- **Varian, Hal R. and Theodore C. Bergstrom. Workouts in Intermediate Microeconomics, 7th Edition.** W.W. Norton & Co., 2006. (ISBN 0-393-92881-0)
- The guide is not mandatory, but many students reported that the study guides have been helpful in understanding difficult concepts and in preparing for homework assignments and exams.

<Reference books, sources of readings and other information>

- Go to <http://economics.about.com/od/economicsglossary/> for the Glossary of Economics Terms
- Handouts on economic issues will be delivered in class, when necessary.

ACADEMIC PREPARATION: Before enrolling in this course, students should have successfully completed, at a minimum, college algebra and principles of microeconomics, or their equivalents.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following five areas: (i) Midterm Examination (45%), (ii) Final Examination (45%), and (iii) Class participation (10%). There may be some opportunities to improve your evaluation by completing extra assignments.

POLICIES: All exams and 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.

COURSE FORMAT AND ACTIVITIES: This course consists of many lectures. Considering the class size, however, each student will have good opportunities to participate in the class actively. Lively discussion on real-world economic issues is expected. Students are encouraged and welcomed to ask questions and / or to request explanations to the instructor. There may be one or two lectures by guests so that students have opportunities to understand how economic principles are exercised.

SCHEDULE:

<Week 1>

Theme/Theories/Key concepts: introduction, markets as economic models

Textbook: Chapter 1 – The Market

Textbook: Chapter 2 – Budget Constraint

<Week 2>

Theme/Theories/Key concepts:

Textbook: Chapter 3 – Preferences

Textbook: Chapter 4 – Utility

<Week 3>

Theme/Theories/Key concepts:

Textbook: Chapter 5 – Choice

Textbook: Chapter 6 – Demand

<Week 4>

Theme/Theories/Key concepts:

Textbook: Chapter 14 – Consumer’s Surplus

Textbook: Chapter 15 – Market Demand

<Week 5>

Theme/Theories/Key concepts:

Textbook: Chapter 16 – Equilibrium

<Week 6>

Review and Midterm Examination

<Week 7>

Theme/Theories/Key concepts:

Textbook: Chapter 18 – Technology

<Week 8>

Theme/Theories/Key concepts:

Textbook: Chapter 19 – Profit Maximization

<Week 9>

Theme/Theories/Key concepts:

Textbook: Chapter 20 – Cost Minimization

<Week 10>

Theme/Theories/Key concepts:

Textbook: Chapter 21 – Cost Curves

Textbook: Chapter 22 – Firm Supply

<Week 11>

Theme/Theories/Key concepts:

Textbook: Chapter 23 – Industry Policy

<Week 12>

Theme/Theories/Key concepts:

Textbook: Chapter 24 – Monopoly

<Week 13>

Theme/Theories/Key concepts:

Textbook: Chapter 31 – Exchange

<Week 14>

Theme/Theories/Key concepts:

Textbook: Chapter 34 – Externalities

Textbook: Chapter 36 – Public Goods

<Week 15>

Review and the Final Examination

ECN329 Marketing

Instructor: Hiromi Maenaka

Semester: Fall 2008

Course Descriptions

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

FIN 310 Financial Management
ECN 330 Corporate Finance
Fall Semester 2008

Tsung-ming YEH, PhD

Email: yosomei@aiu.ac.jp

Office: A32

DESCRIPTION:

This introductory course in Financial Theories and Applications begins by introducing basic knowledge of business organizations and financial accounting (balance sheet, income statement, and statement of cash flow). Then we proceed to explore how corporations raise capital, how they invest it, and how they operate. We will apply the analysis of financial statements, valuation of future cash flows, capital budgeting, risk and return, cost of capital, long-term financial policy. Students will have opportunities to apply these concepts and theories in the context of Japan.

OBJECTIVES: Students will attain basic understanding of financial theories and concepts. At the end of the course, the successful student will be able to explain how these concepts and theories apply, or do not apply or may apply uniquely, to the real world.

ACADEMIC PREPARATION:

No particular prerequisite is necessary.

STUDY MATERIALS:

Textbook

Fundamentals of Corporate Finance, Brealey, Myers, and Marcus, McGraw Hill (the latest edition)

ASSESSMENT:

Exams (45%), Participation (40%), Research Paper (15%)

COURSE FORMAT AND ACTIVITIES:

Generally, class sessions will be divided into lectures and discussion/presentations. On lecture days, we will review theories and key concepts related to our present theme. Before the lecture, students will have completed the assigned reading and will be familiar with key concepts and theories. During our review, students will be called upon to help explain concepts and theories. On discussion/presentations days, student teams will demonstrate the application of theories and key concepts to the real world of banking and finance through presentations and Q&A sessions.

SCHEDULE:

- ① Business Organization & Financial Markets
- ② Accounting and Finance
- ③ Analysis of Financial Statements
- ④ Time Value of Money
- ⑤ Valuing Bonds & Stocks
- ⑥ Investing Activities & Criteria
- ⑦ Portfolio Theory
- ⑧ Risk & Return, Cost of Capital
- ⑨ Capital Structure
- ⑩ Stock-Financing

ECN 332: Business Law (3 credit hours);

BUS 430: Legal Environment of International Business (4 credit hours)

Instructor: Geoff Woodward, J.D.

Office hours/location: By appointment, A-13

Email: woodward@aiu.ac.jp

Meeting Times: TBA

Semester: Fall

Course Description

Business Law is an undergraduate course for business students, not law students. The course is an overview of legal doctrines that are found in most business contexts such as: contracts, sales & leases, secured transactions, business organizations in general, agency, property, business torts, government regulation, and ethics. The legal principles covered in this course are derived from American law, i.e., constitutional law, case-law, statutes, and regulations. There will be some comparison between American law and Japanese law. However, international legal issues will primarily be addressed within an American legal framework. Students will be expected to make every effort to comprehend and ultimately apply the relevant rule of law to actual case problems.

Course Objectives

Business law is an inherent part of all business transactions, and an understanding of such is essential for anyone entering the business world today. Course objectives are:

- A fundamental understanding of relevant legal issues encountered in a business context.
- A fundamental understanding of relevant legal rules and practices applicable in a business context.
- The ability to analyze a US appellate court opinion, in order to identify the issue, the rule, the courts application of the rule to the facts of a case, and the court's decision..
- The ability to identify legal issues and apply the correct law to various factual situations in a business context.
- A fundamental understanding of the differences between US law and Japanese law concerning basic business transactions.
- A greater understanding of and appreciation for the role ethics plays in business law.

Required Textbook

Ashcroft, Janet E. *Law for Business*. Thompson, 2005.

Reference material and other readings in addition to the textbook.

The course instructor will supplement readings in the textbook with additional US court opinions and written commentary concerning Japanese business law. The course textbook also includes useful internet sites that may be accessed by students for further legal research.

Grading

Quizzes-20 points

Case Analysis/Presentation-20 points

Mid-Term Exam-20 points

Final Exam (cumulative)-30 points

Participation-10 points

A: 90-100 points

B: 80-89 points

C: 70-79 points

D: 60-69 points

F: 59 points and below

Quizzes- There will be weekly quizzes given on the assigned readings, both from the textbook and any additional readings assigned.

Case Analysis/Presentation- Students will be required to analyze one US Appellate Court opinion concerning an area of the law covered in class. Students will be evaluated based on the IRAC method of legal analysis.

Exams- There will be a mid-term exam and a cumulative final exam. Material relevant to both exams will include anything discussed in class, all reading material covered in the textbook, and any additional readings assigned.

Participation- Students will be expected to come to every class prepared, having read all assigned material, ready and willing to contribute to in class discussions.

Students enrolled in BUS 430 will be required to write an additional paper. BUS 430 students will receive 10 points for their case analysis presentation and 10 points for an additional (5) page paper concerning a relevant aspect of business law.

Week 1	The Legal System and the Legal Environment of Business Chapters 1, 2, IRAC introduction,
Week 2	Chapters 3, 4
Week 3	Contracts Chapters 5, 6
Week 4	Chapters 7, 8
Week 5	Chapters 9, 10
Week 6	Chapters 11, 12
Week 7	Chapter 13, Review
Week 8	Sales Mid-Term Exam, Chapter 16
Week 9	Chapters 16, 17
Week 10	Chapters 18, 19
Week 11	Agency Chapters 26, 27
Week 12	Business Organizations Chapters 31, 32
Week 13	Chapters 33, 34
Week 14	Chapters 35, 36

Week 15 **Security Devices**
Chapter 39

Finals Week Final Exam

There will be additional readings assigned by way of US Appellate Court opinions, Japanese law articles, and if time permits actual provisions from the Uniform Commercial Code (UCC).

The course instructor reserves the right to amend this schedule concerning time allotment and specific reading materials assigned.

ECN465 EUROPEAN POLITICS AND ECONOMY

Instructor: Hideya TAIDA

E-mail taida@aiu.ac.jp

Office TBD

Semester: autumn (2008)

Description

The course begins with focus on the historical development and present structure of the European Union (EU). Prominent political and business leaders from Tokyo will visit class to speak about Japan –EU relations, Japanese firms in the EU, and EU firms in Japan. Other themes to be explored are the new ‘E-Generation,’ the birth and significance of the EURO, the European social model, and the emission reduction trade in the EU etc. Case study analysis will focus on Japanese firms in EU and on EU firms in Japan. Students will be required to research outside sources to prepare for analysis of 4 case studies. Preparations must be completed before coming to class. The case studies are: ECCO, iittala, Nissan Motores and Marubeni.

In addition to a wide range of reading assignments, students will be expected to make substantial use of online and conventional media sources to search for recent news articles that either support or refute the hypotheses put forth in our textbook.

The instructor will rely on his long experience as board member and CEO of European operations of one of Japan’s largest trading companies, to give real life to the study of the EU.

OBJECTIVES

Upon completion of the course, students will;(1) understand the history and present organizational and governance structure of the EU, (2) have developed through case study analysis, a good understanding of the opportunities and risks of doing business in the EU, And (3) be able to develop a reasonable forecast for the future of the EU, substantiated and documented by knowledge obtained during this semester.

STDY MATERIALS

<Textbook>

Reid T R. The United States of Europe: The New Superpower and the End of American Supremacy. Penguin Press, 2004

<Reference books, readings and other information>

Hill, Charles, International business. McGraw-Hill

Fontaind, Pascal. Europe in 12 Lessons

Williams, Bonnie. The communication Gap (original English transcript from publisher)

<Useful websites>

<http://europa.eu/index.en.htm>

http://www.europarl.europa.eu/news/public/default_en.htm

CHS250-1: Introduction to East Asian Studies

Fall Term: MW 15:30-16:45

Instructor: C. Kenneth Quinones

Mizuno Norihito

Naoya Yamazaki

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

Office Hour: To be announced by each faculty

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yama708@aiu.ac.jp (Yamazaki)

Course Objectives

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

Course Description

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

Classroom Activities

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

Prerequisite

None

Evaluation

Quiz by Quinones	30 %
Quiz by Mizuno	30 %
Quiz by Yamazaki	30 %
Attendance & Participation	10 %

Course Materials

Materials will be distributed by each faculty.

Course Schedule

Q: Quinones, M: Mizuno, Y: Yamazaki

September

- 1st Introduction to East Asia (Q)
- 3rd Korea's Cultural Impact on Ancient Japan (Q)
- 8th Korea in the Chinese World Order (Q)
- 10th Korea and Japan 1876-1945 (Q)
- 15th **National Holiday**
- 17th Korea's Division and the Korean War (Q)
- 22nd Special Lecture by a Guest
- 24th Contemporary Korean Society and Culture (Q)
- 29th Korean Nuclear Problem (Q)

October

- 1st Review (Q)
- 6th Quiz (Q)
- 8th China's Geographical Setting (M)
- 13th **AIU Festival**
- 15th Traditional China I (M)
- 17th Traditional China II (M)
- 20th Modern China I (M)
- 22nd Modern China II (M)
- 27th Contemporary China I (M)
- 29th Contemporary China II (M)

November

- 3rd **National Holiday**
- 5th Contemporary China III (M)

- 10th Quiz (M)
- 12th Taiwan: Overview (Y)
- 17th History (1): Pre History Period and the Early Colonization (Y)
- 19th History (2): Taiwan under the Chinese Rule (Y)
- 24th **National Holiday**
- 26th History (3): Taiwan under the Japanese Rule (Y)

December

- 1st History (4): Taiwan after WWII (1945-1987) (Y)
- 3rd History (5): Taiwan after WWII (1987-) (Y)
- 8th Analysis of 2 major elections in 2008 (Y)
- 10th Taiwanese Culture (Y)
- 15th Quiz (Y)

GEO330 REGIONAL GEOGRAPHY OF EAST ASIA (3 credit hours)

GEO240 GEOGRAPHY OF EAST ASIA (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: Regional geography deals with wide range of subjects and tries to find regional characteristics. This course designed to help students understand geographic characters of East Asia by studying both physical and human features of the area. First, we will consider geographic division of Asia. Then look at what kind of regional characteristics or universality that has been formed in each division Both historical and contemporary issues will be discussed.

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

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

STUDY MATERIALS:

<Textbooks> None

<Reference books, sources of readings and other information>

1. Veeck, G., Pannell, C.W., Smith, C.J., and Huang, Y. (2007) *China's Geography: Globalization and the dynamics of political, economic, and social change*. Rowman & Littlefield.
2. Zhao, S. (1994): *Geography of China: Environment, Resources, Population, and Development*. John Wiley and Sons.
3. Nahm, A.C.. (1996): *Korea: Tradition and Transformation*. Elizabeth: Hollym International Corp.
4. Ganbold, M.P. eds. (2000): *Facts about Mongolia 2000*. Ulaanbaatar: ADMON.
5. Montsame news agency (2006): The 800th Anniversary of Great Mongolian State: Mongolia. Ulaanbaatar: Montsame news agency.

ASSESSMENT:

10%: Class Attendance and active participation in discussions

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

30%: Quiz on a previous class

20%: A report on an excursion

20%: A presentation on a research paper

20%: A research paper

ACADEMIC PREPARATION: None

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, Discussion, and Excursion

SCHEDULE:

<Week 1>

Theme: Introduction of the Course and Regional Geography

Readings: reference book 1 and 2

<Week 2>

Theme: China in the globalizing world 1

Readings: reference book 1 and 2

<Week 3>

Theme: China in the globalizing world 2

Readings: reference book 1 and 2

<Week 4>

Theme: Natural environment: physical setting for development 1

Readings: reference book 1 and 2

<Week 5>

Theme: Natural environment: physical setting for development 2

Readings: reference book 1 and 2

<Week 6>

Theme: Historical Context: An overview 1

Readings: reference book 1 and 2

<Week 7>

Theme: Attending a conference / an excursion

Readings: None

<Week 8>

Theme: Historical Context: An overview 2

Readings: reference book 1 and 2

<Week 9>

Theme: Political system and social, economic development 1

Readings: reference book 1 and 2

<Week 10>

Theme: Political system and social, economic development 2

Readings: reference book 1 and 2

<Week 11>

Theme: Population: growth, structure, problems, and policy 1

Readings: reference book 1 and 2

<Week 12>

Theme: Population: growth, structure, problems, and policy 2

Readings: reference book 1 and 2

<Week 13>

Theme: The East Asian Tigers

Readings: reference book 3-5

<*Week 14*>

Theme: Presentations on research paper

Readings: None

<*Week 15*>

Theme: No Final Exam

Readings: None

HIS340 Mongolian History and Society

Instructor: Hidero KANAOKA

DESCRIPTION:

This course provides a basic knowledge of North Asia and Mongolia. Mongolia is climatically so dry and cold that the land is not suitable for agriculture. Instead of cultivating a field people in Mongolia have pastured domestic animals since ancient times. Students will learn the characteristics of Mongolian nature and geography along with nomadic pastoralism which arose in the region. Based on such a knowledge this course will provide students with a short history of the Mongols, which dates back to mythological age up to the present. Today the Mongols live mainly in Mongolia, China, and Russia with political and ethnic difficulty. Students are required to discuss about those issues.

STUDY MATERIALS:

- 1) Lecturer's handouts will be often given to students.
- 2) Reproductions of some books and essays will be also handed out.
- 3) 60 chapters to know Mongolia (Kanaoka Hidero, Mongoru o shirutameno 60 sho. Akashi Shoten. Tokyo. 2000).

EVALUATION:

an exam given on the last class 30%

An essay 40%

Class participation 30%

SCHEDULE: The following topics will be lectured and discussed. Schedule may be changed flexibly according to the conclusions of the classes.

(Week 1) The northern world of the Great Wall. The geographical situation of Mongolia. Conflicts between the Xiong-nu Empire and Han.

(Week 2) What is nomadic pastoralism ? Analytical report on the "Horse land" by Xuan-zhang of Tang.

(Week 3) Mythology of the Mongols narrated in the Secret History of the Mongols.

(Weeks 4-5) Chinggis Qan's attack to surrounding areas and the rise of the Mongol Empire.

(Weeks 6-7) Prosperity of Qara-qorum reported by Plano Carpini.

(Weeks 8-9) Qubilai QaGan's construction of the empire. Prosperity of Daidu written in Marco Polo's report. Attacks on Japan.

(Weeks 10) The fall of the Mongol Empire and the Post-Mongolian Period.

(Weeks 11-12) The Establishment of Mongolian People's Republic. Southern Mongolian struggle for independence from China under Japanese cooperation.

(Weeks 13-14) Religions of Mongolia. Shamanism and Buddhism. Cultural heritage of Mongolian Buddhism. / Exam.

East Asiatic Culture and Arts

Prof. Hidemichi Tanaka

Course description

This course introduce to the students the East Asiatic cultures and arts explaining the development of Chinese Art History from the beginning to the modern age. Michel Sullivan's book, "The Art of China" shows us the beautiful panorama of the history. In the course we will compare Chinese Art with Japanese's, which is rather different as the style and contents.

Course Objectives

The Art History is the core of the East Asiatic cultures and arts, which are one of the highest culture in the world. Particularly the landscape in Sung Dynasty (960-1279) attained the stage of the Classicism. The students could learn how to appreciate each work of arts and compare with others from point of view of the styles.

Course Material

Michel Sullivan, The Art of China, 4th Edition, University of California Press, 1999.

Reference Book

Eenest F. Fenollosa, Epochs of Chinese and Japanese Art, An Outline History of East Asiatic Design, ICG Muse, Inc, New York, Tokyo & London, 2000.

Schedule

1st Week; Introductory concepts, 2nd; Before the Dawn of History (Primitive art), 3rd; The Shang Dynasty (Primitive Art), 4th; The Zhou Dynasty (Primitive Art), 5th; The Qin and Han Dynasties (Archaic Art), 6th; The Three Kingdom and Six Dynasties (Archaic Art), 7th; The Sui and Tang Dynasties I (Archaic Art), 8th; The Sui and Tang Dynasties (Archaic Art), 9th; The Five Dynasties and the Sung Dynasty I (Classic Art), 10th; The Five Dynasties and the Sung Dynasty II, 11th; The Yuan Dynasty I (Manieristic Art), 12th; The Yuan Dynasty II (Manieristic Art), 13th; The Ming Dynasty (Baroque Art), The Quing Dynasty (Decadent Art), 15th; The Twentieth Century (Modern Art)

Looking East:

Introduction to East Asian Film and Theatre.

Prof. Darren Ashmore & Tobar Haruo

3 credit hours
Fall Semester 2008

Course Title HUM360 Chinese Cinema and Society

Course Lecture : Prof. Darren Ashmore. Room A-16. Tel: 5955. Email:
lupin3@aiu.ac.jp & Tobar Haruo <contact details>

< Professor Ashmore's component (weeks one to seven) >

COURSE DESCRIPTION

This is an introductory course to East Asian (primarily Chinese, but also covering Taiwanese, Korean, and Japanese) theatrical forms and cinema traditions, which has been designed to help students gain a broader understanding of the region in general. It is aimed at both students who are considering following specialist East Asian area studies and film/theatre programs at a more advanced level.

Thus, the course is primarily designed to help students understand the cultural aspects of a variety of performance/film traditions and the ways in which each have been informed by the society in which they developed (and persist).

COURSE REQUIREMENTS

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

COURSE OBJECTIVES

Over the course of the program, student will:

- Develop an understanding of East Asian Performance Traditions on Film and in the Theatre.
- Be able differentiate between important styles and genres.
- Recognize unique and borrowed techniques that are used in Asian screen or stage

arts.

- Appreciate performing traditions as artistic and cultural properties.
- Understand the social purpose of theatre and film in the countries represented.
- Be able to recognize film and theatre's functions in both common and elite cultural context.
- Trace styles to specific people and to specific cultural forces.

STUDY MATERIALS:

<Core Textbooks>

- To Be decided.

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

- To Be Decided

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

Assessment will be as follows:

ONE guided essay between 2,000 and 3,000 words in length, to be submitted *no later* than the *end of week Seven (unless approval is sought)*.

Seminar Assignments: In the form of an essay/presentation on the subject at hand may be issued in weeks one to seven. *Note that not everyone will be required to present each week those not presenting will be required to submit their own research work on the topic and participate in the discussion.*

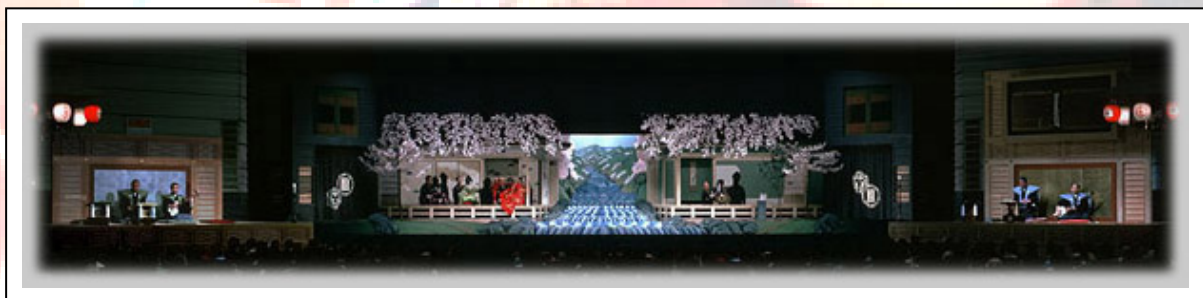
NOTE: Assignments and class discussions are an important part of the course, helping you understand the material and helping you gain in confidence as you speak with your peers. Therefore you must be ready to communicate your views to the class in discussion when required.

Essay Questions :

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

1: Considering the history of *Kabuki* and the Tokugawa governments' Morality Edicts of 1629. What impact did the banning of women from the stage have on *Kabuki*?

- 2: Discuss the history of the puppet in East Asian Puppet theatre in the modern Age – with particular reference to both the experiences of puppet performers and the views of the government.
- 3: Discuss the ritual nature of early Indian theatre forms – selecting either the animistic traditions of the Hindu (especially the Hanuman) Dances or the Buddhist traditions of performance. How much import can we assign to the religious component of traditional Indian theatre?
- 5: The Takarazuka has, at times, been described as ultra-feminist theatre and a parade of Japanese misogynistic nonsense. Why does this extravagant review company continue to draw huge crowds?
- 6: What is the significance of the relationship between Lu-Bu and his concubine in the Beijing Opera Tradition? Discuss the history of the play and the art itself and explore the mechanics of legend-building which are glorified in this remarkable traditional theatre form.
- 7: “Shakespeare was clearly born in Asia”. How have directors in China, Korea, India, Japan (etc.) taken possession of The Bard’s writing and created material which is both sympathetic to its origins, yet wholly fitted to the countries in which they are now presented? Does this say more about the material or about the cultures which are interpreting it?
- 8: Discuss the history and development of the Gamalan – with specific reference to the different versions which are to be found throughout Asia.



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 (Weeks One to Seven): Each session will be divided into a Lecture, followed by a screening of an important work, or a presentation by the students.

NOTE: Screenings – where possible – will be in Japanese with subtitles in English. However in many cases it will only be possible to provide unsubtitled Japanese, Chinese, Korean, or material in other languages. Students must be aware of this fact.

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

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

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

<Week 1: Session A>

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

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

<Week 1: Session B>

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

Screening: On East Asian religions.

<Week 2: Session A>

Theme: *Hanuman and The Buddha.*

Lecture: Looking at ritual performance arts in classical India, and their transmission to other cultures in Asia. Further to our first week's discussion on religion, this lecture will build our understanding of performance traditions in a social context.

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

<Week 2: Session B>

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

Screening: The Madjurai Temple Dancers – “In Praise of Hanuman”.

<Week 3: Session A>

Theme: *A Theatre on Strings.*

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

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

<Week 3: Session B>

Discussion: Discuss the *Joururi* and *Kokutogakushi* techniques of puppet theatre. What can we say about their different approaches to reality?

Screening: The Lover’s Exile – a Japanese Puppet Play.

<Week 4: Session A>

Theme: *The Music of the Ages.*

Lecture: Examining a variety of Gamalan traditions which rose up in the middle ages, branching out from Cambodia to affect traditional music in half a dozen different Asian countries.

Seminar Question: Music as a vehicle for cultural understanding.

<Week 4: Session B>

Discussion: Music as a vehicle for cultural understanding.

Screening: The Gamalan Orchestra.

<Week 5: Session A>

Theme: *Towards Tomorrow.*

Lecture: Examining a variety of modernist theatre traditions (both imported and native) at work in East Asia at the present – with specific reference to the way in which ‘the stage’ is currently being re-marketed in countries such as China as a living archive of cultural development.

Seminar Question: Who owns Culture?

<Week 5: Session B>

Discussion: Who owns Culture?

Screening: Shakespeare in China.

<Week 6: Session A>

Theme: The Middle Kingdoms.

Lecture: Examining the rise of the Beijing Opera in China and its preservation of the 'Heroic Tradition' of Chinese narrative fiction even into the period of the Cultural Revolution.

Seminar Question: Discuss the patronage of The Beijing Opera. How much does the influence of these patrons affect the development of the arts?

<Week 6: Session B>

ESSAY ADVISING DAY.

<Week 7: Sessions A and B>

Screening: "Farewell My Concubine"

Lecture: Linking Parts One and Two of this course together, we have a most excellent example of Chinese film-making by a director whose understanding of connection between stage and screen is very profound indeed.

< Professor Tobari's Component (weeks eight to fourteen)>

From 30thOct. to 12th,Dec., 2008. Thursday (15:30~16:45) and Friday(12:30~13:45)

Course Description : The movies of China, Taiwan ,and Hong Kong simultaneously attained remarkable transformation at the beginning of 1980s as if someone had arranged previously. And as a result of it they have successfully come to receive international attention. What caused the change of the movies of the "three Chinas"?

The movies reflect historical, political, and social situations of the societies in which they are produced. And the societies which gave birth to those movies are thus inevitably reflected in them. The movies are inseparably connected with the societies which produced them. The most dominant factors that brought about those changes of the movies in the three Chinese societies lie

in the historical changes of them: The end of the Culutral Revolution and beginning of the reformist policy of Den Xiao-ping in China, the belated start of the political modernization by the president Jiang Jing-guo in Taiwan, the apocalyptic concern of the Hong Kong residents aroused by the handover of the British colony to China . The course observes how the movies reflect the changes of the societies while through those movies examine the historical changes of the three Chinas.

Course Objectives: To cultivate the attitude of critically watching the movies, movies of the three Chinas particularly, and through them analytically observe the realities of three Chinas. To foster sense of familiarity with Chinese people living separately and independently in three different societies, is also expected.

Assessment: The most important factor in the latter half of the course, weeks eight to fourteen ,is class participation and student performance in the class. Students are basicly expected to attend all classes and engage actively in discussion and debate on the movies shown during the lectures.

STUDY MATERIALS: No textbooks. Basic informations and necessary materials are provided during the classes.

Recommended readings. (Some are available at the library.)

戸張東夫・廖金鳳・陳儒修『台湾映画のすべて』MARUZEN BOOKS、丸善出版事業部)

戸張東夫「新時代の中国映画 基礎を築いた第四世代」『アジア遊学 現代中国のポピュラーカルチャー』勉誠出版

戸張東夫、劉文甫編著『東アジアの激震地 台湾・香港 Q&A 100』亜紀書房、1996年

戸張東夫『香港 1997年を越えて』丸善、1997年

『岩波 現代中国事典』岩波書店、1999年

可児弘明編著『もっと知りたい香港 第2版』弘文堂、1999年
若林正文『台湾—変容し躊躇するアイデンティティ』筑摩書房、2001年
『映画大全集 増補改訂版』東京・メタモル出版、2003年
山田辰雄、小島朋之、小此木政夫編著『現代東アジアの政治』放送大学教育振興会、2004年
スティーヴ・ブランドフォード、バリー・キース・グラント、ジム・ヒリアー著、杉野健太郎、中村裕英監修・訳『フィルム・スタディズ事典』フィルムアート社、2004年
東方書店&北京・商務印書館共同編集『東方中国語辞典』東方書店、2004年
『華僑・華人辞典』弘文堂、平成14年
John F. Copper, *Taiwan Nation-State or Province?*, Westview Press, 1990
Alan Hunter and John Sexton, *Contemporary China*, Macmillan Press Ltd. , 1999
Poshek Fu and David Desser ed., *The Cinema of Hong Kong History, Arts, Identity*, Cambridge University Press, 2000

Schedule (Each class 75 minutes) :

<Week 8: 30th & 31st, Oct.>

Discuss "Farewell My Concubine(霸王別姫)" from other angles. Think about the background in which Chinese Director Chen Kai-Ke dared to produce the film safely and successfully .

<Week 9: 6th & 7th , Nov.>

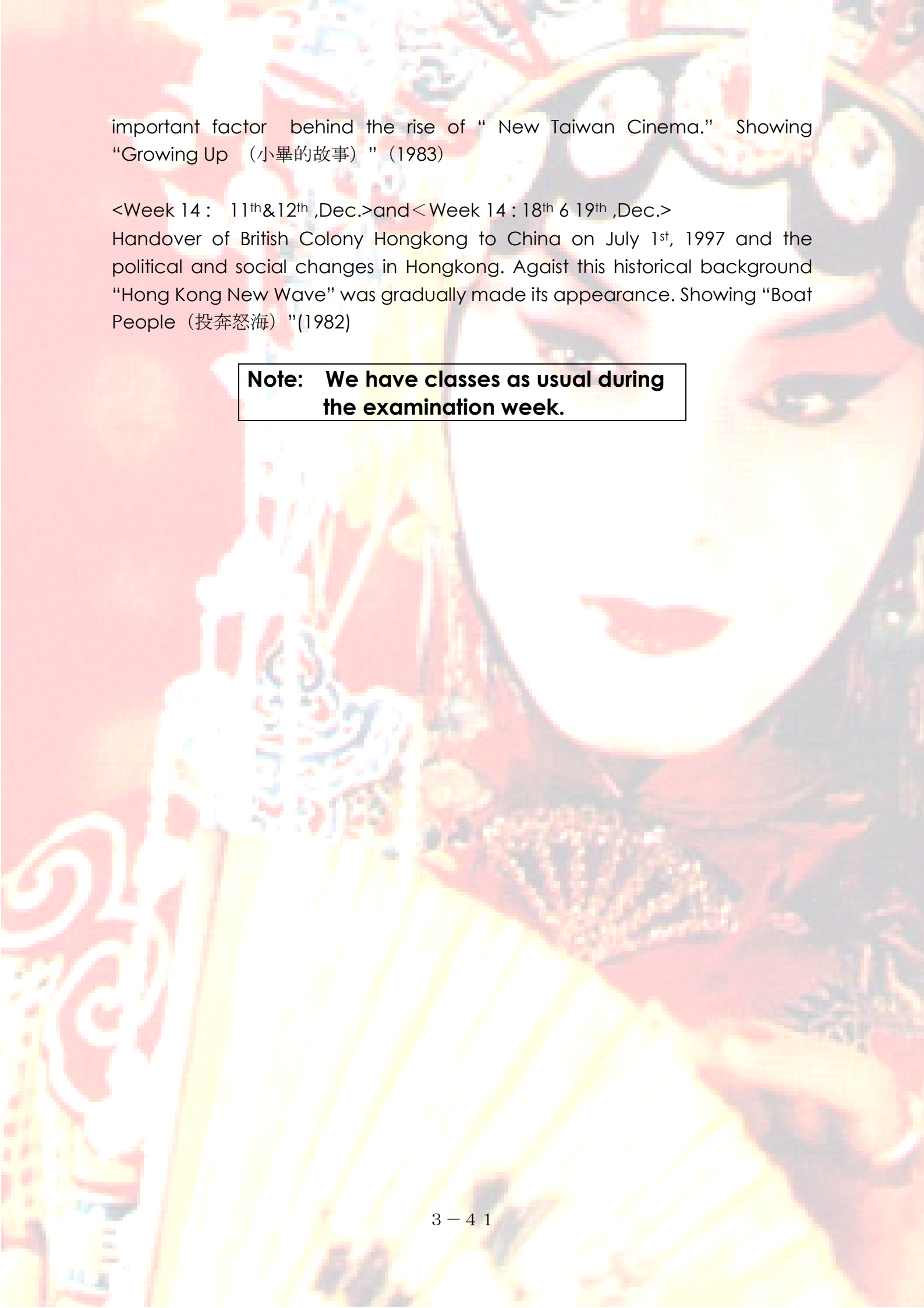
How the movies in three Chinas reflect societies in their works-----Case study of the relations between movies and the societies in which those movies were produced. Showing a part of three movies. "The Swordsman in Double-Flag Town (双旗鎮刀客)"(1991, China), "Fist of Fury(精武門)"(1971, Hongkong), "Darkness & Light(黑暗之光)"(1999, Taiwan)

<Week 10: 13th & 14th , Nov.> and <Week 11: 20th , Nov.>

Historical and political changes in China behind the birth of Fifth Generation Cinema. Showing "Yellow Earth(黄土地)" (1984)

<Week 12: 27th & 28th , Nov.> and <Week 13: 4th & 5th , Dec.>

End of the authoritative rule of the Jiang family , or Mainlanders was an



important factor behind the rise of “ New Taiwan Cinema.” Showing “Growing Up (小畢的故事)” (1983)

<Week 14 : 11th&12th ,Dec.>and<Week 14 : 18th 6 19th ,Dec.>

Handover of British Colony Hongkong to China on July 1st, 1997 and the political and social changes in Hongkong. Against this historical background “Hong Kong New Wave” was gradually made its appearance. Showing “Boat People (投奔怒海)”(1982)

Note: We have classes as usual during the examination week.

Course Syllabus: NAS370 North American Regional Relations

Fall 2008 (17 weeks、 29 days)

Instructor: Takashi Tajima

Class Times: Tuesday afternoon and Wednesday morning

Email: ttajima@s02.itscom.net

Course Goals

Class participants will learn the historical development of relations among three countries in North America, namely US, Canada and Mexico in the political, economic and cultural fields. Then students will also learn the deepening of interdependence among all the countries in the world especially after the end of the cold war due to the economic globalization. Through these studies students will come to understand the meaning of and challenges for regional cooperative relations in North America in the current competitive world situation.

Course Description

This is a North American Studies course in Global Studies Program in Advanced Education. Instructor, who has a variety of experiences in the international affairs for a long time through the services at the Japanese Missions in many countries in Asia, Europe, Oceania, and North America including Canada and U.S., will introduce the class through a series of lectures and discussions not only to the academic aspects of the Studies but also dynamic pragmatic aspects of the themes.

Classroom Activities

Students will be given lectures, be invited to discussions, and be tested on the themes they have learned through the course.

Prior Academic Preparation

Reading of some books on the relations among US, Canada, and Mexico on the US diplomatic policy, or on NAFTA (North American Free Trade Agreement) is recommended.

Evaluation

Participation in the class discussions	30%
Mid-term homework	30%
Final examination	40%

Course Materials

Canada and the United States John Herd Thompson and Stephen J. Randall
The University of Georgia Press, Athens and London, 2002
Kanada Amerika Kankei-shi, Daizo Sakurada, Akashi Shoten, 2006 (in Japanese)
Kokusaijousei no Bunseki ②, Takashi Tajima, Terusuke Terada and others,
Kashima-Heiwakenkyujo, 2004 (in Japanese)
Beisyu ni okeru Rijonarizumu to FTA, Teruo Hosono,
Kobe Daigaku Keizaikeiei Kenkyujo, 2001(in Japanese)
(More will be suggested during the course)

IST420/PLS420: U.S.-China Relations

Fall Terms: Friday (11:00~13:40)

Instructor: Tsukasa Shibuya

Telephone: 03(5996)1477

Cell Phone: 090-9975-3658

Email: tsukasa_shibuya@kki.biglobe.ne.jp

Course Goals

Students will become acquainted with world politics through U.S.-China relations. They will also become interested in international relations.

Course Description

This course examines U.S.-China relations. Historically, full attention will be paid to the U.S.-China Rapprochement. Students will be introduced to politics among East Asian countries, particularly the focus is on Taiwan considered as a de facto state. Diplomatic relations among the East Asian players including Japan, South and North Korea, as well as their interaction with the U.S. will be discussed. The course will also touch on, though not in detail, political issues in these countries.

Course requirements

Course requirements include regular class attendance and participation in class discussions. Students will be responsible for the week's presentation in turn. A student presentation should take no more than 30 minutes. The rest of the class time will be for discussion involving the entire class. Students should be prepared to comment on the issues which are supposed to be discussed.

Prior Academic Preparation

None

Course Materials

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

- Jim Mann, *About Face: A History of America's Curious Relationship With China* (New York: Alfred A. Knopf, 1999)
- Robert Accinelli, *Normalization of U.S.-China Relations: An International*

History (Harvard East Asian Monographs), (Cambridge, MA: Harvard University Press, 2005)

Evaluation

Each presentation will be assessed (30%); plus final examination (40%). Class participation will also be assessed (30%).

Course Schedule [week by week]

1. An Introduction to the Course
2. The 'Chinese World Order'
3. The Western Impact and China
4. World War II
5. The Chinese Civil War
6. The Korean War
7. The U.S.-China Rapprochement
8. The Establishment of the U.S.-China Diplomatic Relations
9. Taiwan Relations Act
10. Tiananmen Square Incident
11. After September 11th
12. Recent U.S.-China Relations
13. Discussion
14. Final Examination

PLS380(2004)-PLS425(2008): Japan-China Relations

Fall Term, 2008 (Monday & Wednesday, 10:30~11:45)

Instructor: Norihito Mizuno, Ph.D.

Office Hours: Monday & Wednesday, 13:00-14:00

Tuesday & Thursday, 12:30-13:30, or by appointment

Office: C10

#Office Phone: 5975

Email: nmizuno@aiu.ac.jp

Course Description

This course is about the relationship between Japan and China. It will cover all major aspects, including political, military, economic, cultural, and also ecological intercourses between the two major East Asian powers. It will first examine the history of Sino-Japanese relations from antiquity to the recent past, with special emphases on major historical issues. It will then pay attention to current issues between the two countries.

Course Objectives

1. To understand better the history of Sino-Japanese relations.
2. To understand better the current state and issues of Sino-Japanese relations.
3. To understand and think and argue analytically and critically about major controversial historical and contemporary issues in spoken and written forms.

*Students enrolled in this course would ideally have taken Introduction to Japanese History, Introduction to East Asian Studies, or History of Modern China at AIU, or equivalent courses at other institutes to survive this course successfully.

Classroom Activities

1. Students are expected to attend every meeting on time.
2. Students must finish reading assigned reading materials before coming to class.
3. Students are expected to raise questions and participate in class discussion actively.
4. Students must fulfill all the requirements listed in Evaluation to complete and pass this course successfully.

Prerequisites

None

Evaluation

1. Final Examination (25%): Open-note cumulative essay examination.
2. Term Papers (25% x 2 = 50%): Students will be required to write two 4-6 page papers. Instructions will be given separately.
3. Class Participation (15%): Students are expected to be active in raising questions and participate in class discussions. Silence would never contribute to your participation grade.
4. Attendance (10%): Attendance will be taken irregularly. Late arrival will not be counted as attendance. More than four absences without a legitimate reason will result

in being dismissed from and failing (F) in this course. An absence on an discussion day without a legitimate reason will cause students to lose 5% (3% for participation and 2% for attendance) of the entire course grade.

*You may be given some chances to earn extra points.

Course Materials

Documents, journal articles, and book chapters will be assigned.

Course Schedule (subject to change)

Week 1(Sep. 3)

I. Course Introduction

Week 2(Sep. 8 & 10)

II. Ancient Sino-Japanese Relations

III. Medieval Sino-Japanese Relations

Week 3 (Sep. 17)

IV. In-Class Discussion: Early Tokugawa Policy toward China

Week 4 (Sep. 22 & 24)

V. Early Modern Sino-Japanese Relations

VI. The Beginning of Sino-Japanese Relations

Week 5 (Sep. 29 & Oct. 1)

VII. Sino-Japanese War (1894-1895)

VIII. Japan as an Imperialist Power in China (1895- early 1910s)

Week 6 (Oct. 6 & 8)

IX. Japan and Chinese Revolutionaries and Students

X. Japan Encounters Chinese Nationalism (mid-1910s – 1920s)

***Paper Due: Historical Sino-Japanese Friendship (Oct. 8)**

Week 7 (Oct. 15)

Discussion on Student Papers: Historical Sino-Japanese Friendship (Oct. 15)

XI. Manchurian Incident (1931-1932)

Week 8 (Oct. 20 & 22)

XII. Sino-Japanese Conflict (1937-1945)

XIII. Nanjing Atrocities (1937-1938)

Week 9 (Oct. 27 & 29)

XIV. WW II & Postwar Sino-Japanese Relations (1941-1960s)

XV. Sino-Japanese Normalization in 1972

Week 10 (Nov. 5)

XVI. Sino-Japanese Relations in the Reform Era (1972-1980s)

Paper Due: Japanese Aggression upon China (Nov. 5)

Week 11 (Nov. 10 & 12)

Discussion on Student Papers: Japanese Aggression on China (Nov. 10)

XVII. Sino-Japanese Relations in the Post-Cold War Era (1990s-2008)

Week 12 (Nov. 17 & 19)

XVIII. History as a Mirror 1: History Textbook Controversy (1982-)

XIX. History as a Mirror 2: Yasukuni Shrine Controversy (1985-) (1)

Week 13 (Nov. 26)

XX. History as a Mirror 2: Yasukuni Shrine Controversy (1985-) (2)

Week 14 (Dec. 1 & 3)

XXI. Sino-Japanese Territorial Dispute

XXII. Anti-Japanese vs. Anti-Chinese

***Paper Due: How Should We Face the “Past”? (Dec. 3)**

Week 15 (Dec. 8 & 10)

Discussion on Student papers: How Should We Face the “Past”? (Dec. 8)

XXIII. Japan and the Rise of China

Final Examination (Dec. 17)

PLS 430 – Northeast Asia International Relations

Fall Term: Tuesday and Thursday 15:30 – 16:45 PM

Instructor: C. Kenneth Quinones, Ph.D., Office: C--09

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

**Office Hours: Mon. 14:00-15:15 PM, Tues. 13:00 – 14:00 PM,
Thurs. 14:00–15:15 PM**

Course Goals

The course's primary goals are:

1. Provide students the opportunity to apply their English language ability to reading and expressing in written essays and verbal presentations their views about issues crucial to world peace,
2. Improve their analytical and organizational skills by preparing oral presentations and answering essay questions in a written examination in which they select an option for dealing with an international problem and explain their choice.
3. Learn to engage in polite but assertive discussion and debate about controversial issues.
4. Develop a firm knowledge of the dynamics of international relations in Northeast Asia.

Course Description

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

Classroom Activities

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

Prior Academic Preparation

None

Evaluation

Two Quizzes and One Essay Examination: 90% (30% each): Quizzes: Students will be required to write concise, well organized answers to identify selected key terms. The final examination will require that students answer one of two questions in concise and well organized English language essays and identify selected terms. article, summarize the article's main theme and most important information, and conclude with the student's assessment of the article's merits and value to the course.
Class Participation 10%: Students will be expected to contribute regularly to class discussions and debates. The professor reserves the right to determine whether a

student's performance during the course merits additional credit at the end of the semester.

Course Materials

All students will be required to read portions of materials placed on reserve in the library. It is recommended that students read pertinent sections of: C Kenneth Quinones, *A Complete Idiot's Guide to Understanding North Korea* (Penguin Alpha Books).

Class Schedule and Reading Assignments

SEPTEMBER

Week 1.

A. Course Introduction

B. Northeast Asia's New Consensus

Week 2.

A. Northeast Asia during the Cold War – The US and Containment

B. Northeast Asia during the Cold War – Superpower Priorities

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

Week 2.

A. Cold War Military Rivalries in Northeast Asia

1. The Korean War Armistice
2. US-Japan Alliance
3. US-Republic of Korea Alliance
4. North Korea's Alliances with Moscow and Beijing

B. Cold War Diplomatic and Economic Rivalries in Northeast Asia

Required: Quinones, South Korea's Approaches to North Korea: A Glacial Process," in Park Kyung-ae and Dal-choon Kim, *Korean Security Dynamics in Transition*. New York: Palgrave, 2001. pp. 19-48. (37 pages). Quinones, "*Juche* and North Korea's Foreign Policy." Quinones, "The United States in North Korean Foreign Policy," in: Byung Chul Koh, editor, *North Korea and the World*. Seoul: Kyungnam University Press, 2005.

Week 3.

A. From Containment to Engagement

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

B. Special Lecture: Dr. Alexander Vorontsov, "Russia and East Asia."

Week 4.

A. The Cold War's End and Northeast Asia I

1. End of the Soviet Empire and the Rise of Russia
2. US/Japan Engagement of China
3. North-South Korea Dialogue

B. The Cold War's End and Northeast Asia II

Quinones, "Japan's Engagement of the Democratic People's Republic of Korea, 1990-2000."

Week 5.

A. Review

B. Quiz I

OCTOBER

Week 6.

A. The First Korean Nuclear Crisis 1992-94

Robert Carlin, *Negotiating with North Korea*. Stanford Univ. Press: 2008.

B. Implementing the Agreed Framework 1994-2000

James Schoff, *Tools of Trilateralism*. Herndon, VA: Potomac Books, 2005. pp. 1-35.

Week 7.

A. South Korea's "Sunshine Diplomacy"

Park Jong-chul, "The Policy of Peace and Prosperity: Its Characteristics and Challenges," *The Korea Society Quarterly*, Vol. 4, No. 1, 2005. pp. 26-31, p. 66 (6 pages). *Required*: Quinones, *Understanding North Korea*. Pp. 245- 258, 289 - 304. (30 pages).

B. The Bush Administration and Northeast Asia

Quinones, "Dualism in the Bush Administration's North Korea Policy," in: *Asian Perspective*, Vol. 27, No. 1, 2003, pp. 197-224. (27 pages).
Quinones, *Understanding North Korea*. Pp. 331-342. (11 pages).

Week 8.

A. The Second Nuclear Crisis – 2002-03

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

Quinones, "Reconciling Nuclear Standoff and Economic Short Falls," in: Young Whan Kihl and Hong Nack Kim, editors, *North Korea: The Politics of Regime Survival*. Pp.75-96.

Week 9.

A. Japan's Response to North Korea's Threat

David Fouse, "Japan's Post-Cold War North Korea Policy: Hedging toward Autonomy? Honolulu: Asia-Pacific Center for Security Studies, 2004.

Mark E. Manyin, *Japan-North Korea Relations: Selected Issues*.

Washington, D.C.: Congressional Research Service, 2003.

B. China's New Approach to Northeast Asia

Denny Roy, "China and the Korean Peninsula," Honolulu: Asia-Pacific Center for Security Studies, 2004.

International Crisis Group, *China and North Korea: Comrades Forever?* Brussels: 2006.

Week 10.

A. Russia's New Approach to Northeast Asia

International Crisis Group, *North Korea-Russia Relations: A Strained Friendship.* Brussels, 2007.

B. The Six Party Talks

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

Week 11.

A. Review

B. Quiz II

NOVEMBER

Week 12.

A. Six Party Talks – Progress

1. Agreement of September 2005
2. Agreements of 2007

B. North Korea's Ballistic Missile "Threat"

Week 13.

A. The Abducted Japanese Issue (Video)

Headquarters for the Abduction Issue, Government of Japan, *For the Return of All the Abductees.* Tokyo: 2006.

B. History as an International Problem in Northeast Asia

DECEMBER

Week 14.

A. Dealing with North Korea: Containment or Engagement?

Dianne E. Rennack, *North Korea: Economic Sanctions.* Washington, D.C.: Congressional Research Service, 2005.

Larry Nicksch, *North Korea: Terrorism List Removal?* Washington, D.C.: Congressional Research Service, 2007.

B. Northeast Asia's New Balance of Power

Week 15.

A. Review

B. Final Examination

IST410 / PLS440: International Organizations / International Organizations and Law

Fall Semester: TT 10:30-11:50

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

In this course, students are expected:

1. to learn the basic legal issues of intergovernmental ("international" in the strict sense) institutions and the potential, or sometimes apparent, tensions between international and national interests in their activities.
2. to learn how to make researches on intergovernmental institutions, analyse their problems and make presentations for the class.

Course Description

Students are expected to learn by themselves at home. The class activities are to improve presentation and discussion skills, stimulate reflections and clear up misunderstandings.

Class Activities

Four types of activities.

- 1) Questions and class discussions based on assigned reading

Carefully read in advance assigned pages of the textbook or other materials.

- 2) Textbook presentations

Oral presentations based on the textbook.

- 3) Case study presentations

Choose one of international institutions and make a presentation on its missions, basic structure and problems.

Prior Academic Preparation

None.

Evaluation

Textbook presentations and participation to class discussions: 20%

Comprehension Quizzes: 10%

Two In-class essay tests: 20%

Mid-term exam 15%

Case study presentation: 20%

Final Exam: 15%

Course Materials

Jan Klabbers, *An Introduction to International Institutional Law*, 2003, Cambridge UP.

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

I. LEGAL AND INSTITUTIONAL ISSUES OF INTERNATIONAL ORGANIZATIONS

1. Course Introduction (Sep. 2)
2. Definition of International Organizations (Klabbers, Ch.1: Sep. 4)
3. The rise of international organizations (Klabbers, Ch.2: Sep. 9)
- [NO CLASS on September 11, 2008]
4. The Legal Position of International Organizations (Klabbers, Ch.3: Sep. 16)
5. 1st In-class Essay (Thursday, Sep. 18)
6. The Foundations of Powers of Organizations (Klabbers, Ch.4: Sep. 24)
7. International Organizations and the Law of Treaties (Klabbers, Ch.5: Sep. 30)
8. Membership (Klabbers, Ch.6: Oct.2)
9. Financing (Klabbers, Ch.7: Oct. 7)
10. 2nd In-class essay (Wednesday, Oct. 9)
11. Institutional Structures (Klabbers, Ch.9: Oct. 16)
12. Legal Instruments (Klabbers, Ch.10: Oct. 21)
13. Decision-Making and Judicial Review (Klabbers, Ch.11: Oct. 23)
14. Dispute Settlement (Klabbers, Ch.12: Oct. 28)
15. Fundamental Tensions in International Organizations (Klabbers, Ch.16: Oct. 30)
16. Mid-Term Exam (The same day, Tuesday, Oct. 30, 18:30-20:30)

(No class on Nov. 6, 2008)

II. CASE STUDIES (STUDENTS PRESENTATIONS)

- 17-18. The United Nations (Nov. 11 and 13)
- 19-20. UNDP and UNHCR (Nov. 18 and 20)
- 21-22. FAO and IAEA (Nov. 25 and 27)
- 23-24. WTO and World Bank (Dec. 2 and 4)
25. European Union (Dec. 9)
26. Review and class evaluation (Dec. 11)
27. Final Exam (Tuesday, Dec. 16, 2008, 18:30-20:30)

PLS460 COMPARATIVE POLITICS (US, UK, and JAPAN) (3 credit hours)

Instructor: Rei SHIRATORI

Office hours: Tuesday 10.00 – 12.00

Office: B-2

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

e-mail: rei@aiu.ac.jp

Semesters: 2007 Fall

Meeting times: Tuesday 12.30-13.45 and 14.00-15.15

DESCRIPTION: The course is a systematic analysis of the societal, cultural, institutional, and operational aspects of politics in three advanced countries: the United States, the United Kingdom, and Japan. By analyzing democratic governments of these three countries in a comparative way, we can understand the flexibility and variety of modern democratic government. Among the topics we will focus on are: (1) political institutions, (2) political processes, (3) local governments, (4) styles of policy decision-making, (5) political leadership and leaders, (6) political party and party systems, (7) electoral systems and elections, (8) bureaucratic systems, and (9) foreign policies. In the final week we will examine different styles of democracy and try to identify the fundamental principles of democratic government.

OBJECTIVES: Our objective is to understand the variety and flexibility of modern democratic government by analyzing, in a comparative way, the system and operation of three major democracies: the United States, the United Kingdom, and Japan. At the same time we would like to identify the fundamental principles of modern democratic government through comparison. This course also offers both Japanese and international students the valuable opportunity to look at politics of his/her own country in an objective way.

STUDY MATERIALS:

<No Textbook>

<Reference books, sources of readings and other information>

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

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

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

COURSE FORMAT AND ACTIVITIES: Generally, class sessions will be conducted in lecture style. From time to time, we will use case studies to provide students opportunities to demonstrate that they know how to apply received theories introduced in lectures.

SCHEDULE:

1st Week	Introduction: What is ‘Comparative Politics’
2nd Week	Social Structure and geo-political situation
3rd Week	Historical background
4th Week	Political culture
5th Week	Political system (1): Constitution and head of state
6th Week	Political system (2): The legislature
7th Week	Political system (3): The executive
8th Week	Mid-term Examination
9th Week	Economic system and class structure
10th Week	Party and party system (1): Political party
11th Week	Party and party system (2): Party system
12th Week	Electoral system and election
13th Week	Foreign policy: Internationalism, isolationism and colonialism
14th Week	Style of democracy: Consensus democracy vs. majority democracy
15th Week	Final Examination

PLS 475-1:International News Coverage

Autumn Term: Monday, Tuesday 14:00-15:40

Instructor: Takashi Koyama

Office Telephone: 886-5809

Course Goals

The Course has Three Primary Goals

- 1) To improve students' ability to use English to gather information and express their views.
- 2) To be able to understand international news and regional issues as well as terms which frequently appear in international news.
- 3) Teach students on ways to analyze international news and to form their own opinion and policy.

Course Description

- 1) Students will be introduced to international news. The emphasis will be on acquiring familiarity with key political, economic and international developments. They will study how information on international news is gathered and disseminated. How it affects public opinion, government and democracy itself. The students will study many problems facing the media such as objectivity, propaganda, ideas, myth and prejudice. They will understand how it can become one of the most destructive instruments of civilization if it is not managed properly. And also find out the limits to international news coverage in an ever more complicated world. We will also explore the historical background of the Iraq War, the War on Terrorism, Middle East Peace, the Six Party Talks on North Korea, Iran's nuclear ambitions, Pakistan and the rise of China.

Classroom Activities

At the beginning of each class I will explain the important international news of the week. I will use articles from the New York Times, the Washington Post, The International Herald Tribune, Wall Street Journal, The Times, The Financial Times, The Guardian, NBC News, ABC News and other European, Arab and Asian News. Basic information will be provided during lectures. Students will be expected to engage frequently in discussions and debates and to make verbal and written presentations

during class.

Prerequisites

None.

Evaluation

Two Response Papers 20%(10% for each): Students are required to submit two short papers, each no more than one, doubled spaced, A4 paper in length on subjects I will decide at a later date. There will be a final exam which will be worth 80% of the overall grade.

Course Materials

Reading materials will be distributed in class.

Class Schedule and Reading Assignments

1. Course Introduction. English as a Tool to the Outside World
2. How Newspapers Function
3. Reporting from Japan
4. Reporting From Washington
5. Reporting From the Middle East
6. Covering the Gulf War
7. Difference Between Japanese and Western Media
8. Japan's Unique Problem on International News Coverage
9. How U.S. is Misunderstood in Japanese Media and Why
10. How Japan is Misunderstood in the Western Media and Why
11. How News are Written
12. Writing an Article
13. Understanding Western Terms (1)
14. Understanding Western Terms (2)
15. Understanding Middle East Terms (1)
16. Understanding Middle East Terms (2)
17. The US Presidential Election
18. The War on Terrorism (1)
19. The War on Terrorism (2)
20. Middle East Peace (1)
21. Middle East Peace (2)

- 22. The Rise of Iran
- 23. North Korea and the Six Party Talks
- 24. Afghanistan and Pakistan
- 25. The Rise of China
- 26. Europe and Africa
- 27. Analyzing international news (1)
- 28. Analyzing international news (2)

Sociology 450-1: Sociology of Globalization
Spring 2008
MW 15:30-16:45
Room TBA

Dr. Dr. Etzrodt
Phone: TBA

Office: TBA
Office hours: TBA

Course Goals

This course endeavors to equip students with the following capabilities:

1. The ability to discern the many angles of “globalization.”
2. A skeptical attitude toward dominant representations of “globalization,” including the image of “globalization” as a supernatural force beyond human control.
3. An appreciation of the historicity of “globalization,” and its character as a *socio-political* project (including its *ideological* aspects).
4. The ability to detect differences between various “anti-globalist” movements on the basis of their differing affiliations and worldviews.
5. The ability to reasonably forecast possible directions in which “globalization” might head.
6. The ability to speak intelligibly (in English) and write coherently (in English) about subjects 1-5.

Course Description

As the 1990’s unfolded, in academic, policy, and media circles it became increasingly common to assert that we live in the age of “globalization.” This claim gained such widespread circulation that it eventually took on the status of conventional wisdom, its various possible meanings rarely explored, much less its basic assumptions ever challenged. This course will investigate the socio-political origins and socio-political effects of the notion that globalization is an inevitable state of affairs, or simply “the way the world works,” like it or not. Other questions addressed include: Is globalization historically unprecedented? What mixture of technological, economic, political, cultural, and other forces are driving it forward? What collective movements have emerged to contest globalization, what are their respective critiques, and what respective alternatives do they propose for organizing socio-political life? Will emerging large-scale environmental crises by necessity throw globalization into reverse?

Classroom Activities

Class sessions will be comprised of a mixture of lectures and short seminar-style presentations and discussions.

Prior Academic Preparation

It is strongly suggested that, prior to enrolling in this course, students first have completed Sociology (Sociology 180). Other courses useful to take previously to this one include

World History, World Civilization, Introduction to Global Studies, and International Relations.

Course Materials

- Glenn, John. 2007. *Globalization: North-South Perspectives*. London: Routledge.
- Steger, Manfred. 2005. *Globalism*. Second Edition. Lanham, MD: Rowman & Littlefield.
- Other readings to be placed on library reserve, especially from Robin Cohen and Paul Kennedy. 2007. *Global Sociology*. Second Edition. Houndmills: Palgrave Macmillan.

Evaluation

Group discussion of key issues will figure centrally in this course; on a regular basis the instructor will distribute questions in advance of class to prepare students to participate in said discussions. Participation in discussion will count 30% of the overall course grade; if students make a sincere and visible effort to contribute comments that reflect thoughtful engagement with course material, they will earn full credit for participation.

There will be one in-class exam. It will be worth 30% of the overall course grade. The final exam will be a take-home; while the questions on the final will focus on material covered during the last five weeks of class, they will also draw upon information, analyses, and concepts featured from Week I forward. The final will be worth 40% of the overall course grade.

Schedule

September 1, 3: Introduction to the course.

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 1.

September 8, 10: Globalization: Myth or Reality?

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 2.

September 17, 22: How Global is Globalization?

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 3.

September 24, 29: Modernity and the Evolution of World Society.

Reading: Cohen/Kennedy, *Global Sociology*, Chapter 3.

October 1, 6: Trade Liberalization and Economic Growth.

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 4.

October 8, 15: Globalization and the Reconfiguration of the State.

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 5.

October 17, 20: Patterns of Global Poverty and Inequality.

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 6.

In-class exam, October 22

October 27, 29: The Ideology of Globalism.

Reading: Steger, *Globalism*, Chapter 3.

November 5, 10: Antiglobalist Challengers from the Political Left and Right.

Reading: Steger, *Globalism*, Chapter 4.

November 12, 17: Confrontations: Antiglobalist Demonstrations.

Reading: Steger, *Globalism*, Chapter 5.

November 19, 26: Crime, Drugs and Terrorism: Failures of Global Control.

Reading: Cohen/Kennedy, *Global Sociology*, Chapter 9.

December 1, 3: Population and Migration.

Reading: Cohen/Kennedy, *Global Sociology*, Chapter 10.

December 8, 10: Tourism: Social and Cultural Effects.

Reading: Cohen/Kennedy, *Global Sociology*, Chapter 12.

December 15, 17: Global Governance: Is More Better?

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 7.

Take-home final exam due December 17