

Who Are You?

What Do You Want?

AN INTRODUCTION TO CULTURAL ANTHROPOLOGY

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

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

COURSE OBJECTIVES

Over the course of the program, student will:

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

STUDY MATERIALS:

<Core Textbook>

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

<Reference books, sources of readings and other information>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHEDULE:

<Week One: Session A>

Theme: Introduction: A History of Anthropology

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

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

<Week One: Session B>

Theme: Malinowski, the Trobriands and Diffusion.

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

<Week Two: Session A>

Theme: The Characteristics of Culture

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

Readings:

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

and

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

<Week Two: Session B>

Theme: Who Pwns Culture?

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

<Week Three: Session A>

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

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

Readings:

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

<Week Three: Session B>

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

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

<Week Four: Session A>

Theme: Human Frailties Part One: Walking With Cavemen

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

<Week Four Session B>

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

<Week Five: Session A>

Theme: Human Frailties Part two: The Master Race

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

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


<Week Six: Session B>

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

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

<Week Seven: Session A>

Theme: Class Presentations, First Part



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

<Week Seven: Session B>

Theme: Class Presentations, First Part

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

<Week Eight: Session A>

Theme: Language and Communication.

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

Readings:

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

<Week Eight: Session B>

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

<Week Nine: Session A>

Theme: Identity and Gender.

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

Readings:

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

<Week Nine: Session B>

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

<Week Ten: Session A>

Theme: Sex, Marriage and Family.

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

Readings:

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

and

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

<Week Ten: Session B>

Theme: Screening Four: Ten Canoes.

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

Readings: NA

<Week Eleven: Session A>

Theme: Patterns of Subsistence.

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

Readings:

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

and

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

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

<Week Eleven: Session B>

Screening: Cropping the Nile Valley.

<Week Twelve: Session A>

Theme: Man Killing God Killing Man

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

Readings:

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

<Week Twelve: Session B>

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

<Week Thirteen: Session A>

Theme: A Flood of Color: Art and “The Imperative”.

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

Readings:

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

<Week Thirteen: Session B>

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

<Week Fourteen: Session A>

Theme: Class Presentations, Second Part

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

<Week Fourteen: Session B>

Theme: Class Presentations, Second Part

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

<Session 15>

Theme: Course Review and Examination Preparation.

Lecture: Both the lecture and seminar for this week will be devoted to reviewing the course and will provide students with an opportunity to discuss any issues that they might have before the final examination.

Readings: NA

ECN100 WORLD OF BUSINESS AND ECONOMICS (3 credit hours)

Instructor: Mike LACKTORIN, PhD

Provisional syllabus

Spring and Fall semesters

Office: Bldg A, 4F

email: mlacktor@aiu.ac.jp

DESCRIPTION: This is the most basic course for students designed primary for Global Business majors. It 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.

OBJECTIVES: The purpose of this course is to provide students with a conceptual and theoretical foundation upon which to build a global business education.

STUDY MATERIALS:

<Textbook>

- (1) Jones, Gareth, Jennifer George, and Charles Hill. Contemporary Management, 5e. McGraw Hill.
- (2) Mankiw, N Gregory. Essentials of Economics, 4e. Thomson-Southwestern, 2007.

<Study Guides>

- (1) Online study guide for Contemporary Management, see http://highered.mcgraw-hill.com/sites/0073011223/student_view0/index.html
- (2) Online study guide for Essentials of Economics, see <http://mankiw.swlearning.com>, choose your textbook, and find ‘Student Resources.’
- (3) Use of study guides is not mandatory, but many students find them helpful for understanding difficult concepts and preparing for homework assignments and exams.

<Reference Materials>

- (1) See <http://economics.about.com/od/economicsglossary>.
- (2) Roberts, Russell. The Invisible Heart: An Economic Romance. Cambridge: MIT Press, 2002. This is Professor Yamamoto’s favorite romantic novel, a fun way to learn principles of economics.

<General Reading>

Students are expected to follow global and Japanese business and economics news on a daily basis. Japanese students should read the *Nikkei Shimbun* every day, and at least once per week skim an English business newspaper, such as the *Wall Street Journal* and/or *Financial Times*. Japanese students should also skim periodicals such as *Nikkei Business*, *President*, and other leading Japanese business magazines, as well as leading international business magazines, such as the *Economist*, *BusinessWeek*, and *Fortune*. These are available in our library. International students should be following closely the English newspapers and magazines listed above, and are required to carefully read the *Nikkei Weekly*, the English language weekly summary of news appearing in *Nikkei Shimbun*. International students with good Japanese language skills should be reading the same media required of Japanese students.

<Website General Reading>

Students should start familiarizing themselves with the Harvard, Wharton, INSEAD, and McKinsey & Company contributions to the 'Business Knowledge' section at 'CEO Express' website at <http://www.ceoexpress.com/default.asp>.

<Website Reading Related to Japanese Business and Economics>

Students are required to skim daily the English-language, online version of the *Nikkei Shimbun*. AIU has a site license to the online version of *Nikkei Shimbun*. Access is limited to on-campus computers at www.nni.nikkei.ac.jp.

ASSESSMENT: Student performance will be measured in the following five areas: (1) awareness of current events related to our study matter and classroom participation (10%), (2) performance on surprise quizzes (20%), (4) weekly News Brief Analyses (20%), midterm exam (25%), final exam (25%). Note: weight of total grade from individual work (80%) and from teamwork (20%).

<News Brief Analysis (NBA)>

Each class will begin with a discussion of current events in the world of Japanese business and economics. The instructor will randomly call on students to cite at least one recent news release related to our studies. The student should be able to provide concise description of the event and connection with our course. Several times during the semester students will form teams and search the news for a real story related to key concepts that we are studying. The team will write a one-page 'executive summary.' The report has three parts: definition of the concept, summary of the news, and significance and relevance of the news to the key concept. A spokesperson from the team will be required to present the executive summary orally in class within 2-3 minutes. Each student should do an oral presentation at least once during the semester.

<Surprise Quizzes>

Surprise quizzes will be based on the readings, lectures, and class discussions. The number of surprise quizzes will depend to some extent on the preparedness of students to engage in thoughtful discussion of our study material. If only a few students are regularly engaging in the discussion, more surprise quizzes will be necessary. It is expected that there will be approximately 3 surprise quizzes during the semester. Quizzes will be essay type and last for about 20-30 minutes.

<Classroom Participation>

Over the 15 weeks of the semester, the instructor will maintain a record of each student's contribution to class discussion. Much of the class discussion for purposes of this component of your grade will be related to the readings from the textbook and content of lectures. But also considered will be various general thoughtful unsolicited remarks and productive responses to questions over the full semester. Respectful challenges to instructor remarks in class are welcome.

ACADEMIC PREPARATION: There are no requirements for enrollment in this course. This is the most basic course offered at AIU in the areas of business and economics.

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

COURSE FORMAT AND ACTIVITIES: Classes are highly interactive. Each class will begin with a discussion of current events related to corporate strategy, with special focus on Japan. Each week we will review a particular group of concepts and theories from the fields of business and economics.

SCHEDULE:

<Week 1>

Course Overview

<Week 2>

Management

Managers and Managing

The Evolution of Management Theory.

<Week 3>

The Environment of Management

Organizational Environment

Global Environment

Ethics, Social Responsibility, and Diversity

<Week 4>

Managing Decision Making and Planning

The Manager as a Decision Maker

The Manager as a Planner and Strategist

<Week 5>

Managing Organizational Architecture

Managing Organizational Structure

Organizational Control and Culture

Human Resource Management

<Week 6>

Managing Individuals and Groups

The Manager as a Person

Motivation

Leadership

Groups and Teams

Communication

Organizational Conflict, Negotiation, Politics, and Change

<Week 7>

Managing Essential Operations and Processes

Managing Information Systems and Technologies

Operations Management: Managing Quality, Efficiency, and Responsiveness to Customers

Management of Innovation, Product Development, and Entrepreneurship

<Week 8>

Review of Management Major Concepts and Theories

Midterm Examination

<Week 9>

10 Principles of Economics

<Week 10>

Thinking Like an Economist

<Week 11>

Interdependence and the Gains from Trade

<Week 12>

Market Forces of Demand and Supply

<Week 13>

Elasticities and its Applications

<Week 14>

Supply, Demand, and Government Policies

<Week 15>

Review of Economics Major Concepts and Theories

Final Examination

ECN210 PRINCIPLES OF MICROECONOMICS (3 credit hours)

Instructor: Takashi YAMAMOTO, PhD

Provisional syllabus

DESCRIPTION: In this course, we study how scarce resources are allocated within the market system using the price mechanism. We consider actions of, and the interactions among, three economic agents within this system: (i) consumers, (ii) producers, and (iii) government. In this course, students will be introduced to simple and abstract models of decision-making of the three economic agents. Using these models, we will analyze the outcomes when these agents interact in the marketplace. Students will be able to understand the principles underlying the decision-making of economic agents, and how their decision-making would change when incentives of and environment around those agents become different. Students will also have opportunities to be familiar with the variety of economic thoughts ranging from Adam Smith to neo-classical economists.

The remaining part of the syllabus is in preparation.

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

ENV100: Environmental Science
From Ecological and Sociological Perspectives

Instructor: Dr. Yoshitaka Kumagai (Office: C4)

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

Contact Information: ykumagai@aiu.ac.jp

Style of Class: Lecture

Credits: 3

Course Description:

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

Objectives:

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

Class Materials:

- “Living in the environment 15th edition” By Tyler Miller Jr. Thomson, Brooks/Cole
- Lecture Handouts can be downloaded from <http://www.intra.aiu.ac.jp/~kumagai/>

Grading Components:

Class Participation (20%) ^{Note1}

1 Presentation with a handout (10%) ^{Note2}

A report on field trip(s) (10%)

4 Quizzes (20%)

Midterm Exam: (20 %)

Final Exam: (20%)

Grading Criteria

A: 90-100%

B: 80-89%
C: 70-79%
D: 60-69%
F: Less than 60%

Note 1: Students may be allowed to miss up to two class sessions. After that students lose 2 % out of 20% per absence.

Note 2: Presentation topic will be assigned one week prior to a presentation date. Students are expected to use a Power Point for his/her presentation. The grade of presentation will be judged based upon the evaluations scored by Dr. Kumagai.

Class Schedule:

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

Week 1: Introduction

Syllabus Review
Overview of the class

Week 2: Introduction (cont.)

Living More Sustainably
Population Growth, Economic Growth, and Economic Development
Resources
Environmental Problems: Causes and Connections
Cultural Changes and the Environment

Reading Assignment: Chap. 1

Week 3: Ecosystems: What They Are and How Do They Work

The Nature of Ecology
The Earth's Life Support Systems
Ecosystem Components
Energy Flow in Ecosystems
Quiz 1

Reading Assignment: Chap. 3

Week 4: Evolution and Biodiversity

Origins of Life
Evolution, Natural Selection, and Adaptation
Geologic Process, Climate Change, Catastrophes, and Evolution
Ecological Niches and Adaptation
Speciation, Extinction, and Biodiversity
Genetic Engineering and the Future of Evolution

Reading Assignment: Chap.4

Week 5: Community Ecology

Community Structure and Species Adaptation

Types of Species
Species Interactions: Competition and Predation
Species Interactions: Parasitism, Mutualism, and Commensalism
Ecological Succession: Communities in Transition
Ecological Stability and Sustainability

Reading Assignment: Chap. 7

Week 6: Population Ecology

Population Dynamics and Carrying Capacity
Reproductive Patterns

Quiz 2

Reading Assignment: Chap. 8

Week 7: Sustaining Biodiversity: The species approach

Species Extinction
Importance of Wild Species
Habitat Loss, Degradation, and Fragmentation
Invasive Species
Population Growth, Pollution, and Climate Change

Reading Assignment: Chap.11

Week 8: Food, Soil Conservation, and Pest Management

Food Security and Nutrition
Food Production
Soil Erosion and Degradation
Sustainable Agriculture through Soil Conservation
The Green Revolution and Its Environmental Impact
The Gene Revolution

Midterm Exam

Reading Assignment: Chap.13

Week 9: Water

Water's Importance, Availability, and Renewal
Too Little Fresh Water
Withdrawing Groundwater to Increase Supplies
Using Dams and Reservoirs to Supply More Water
Desalting Seawater, Seeding Clouds, and Towing Icebergs and Giant Baggies
Too Much Water
Solutions: Using Water More Sustainably

Reading Assignment: Chap.14

Week 10: Energy Efficiency and Renewable Energy

Reducing Energy Waste and Improving Energy Efficiency
Ways to Improve Energy Efficiency
Using Renewable Solar Energy to Provide Heat and Electricity
Producing Electricity from the Water Cycle, Wind, and Biomass

Quiz 3
Field Trip

Reading Assignment: Chap.17

Week 11: Climate Change and Ozone Depletion

Past Climate Change and the Greenhouse Effect
Climate Change and Human Activities
Factors Affecting the Earth's Temperature
Effects of Global Warming
Dealing with Global Warming
What is done to Reduce Greenhouse Gas Emissions?

Reading Assignment: Chap.20

Week 12: Solid and Hazardous Waste

Wasting Resources
Integrated Waste Management
Reuse
Recycling
Burning and Burying Solid Waste
Field Trip

Reading Assignment: Chap.22

Week 13: Economics, Environment, and Sustainability

Economic Systems and Sustainability
Valuing Ecological Services and Monitoring Environmental Progress
Economic Tools for Improving Environmental Quality
Making the Transition to More Environmentally Sustainable Economics
Quiz 4

Reading Assignment: Chap.24

Week 14 and 15: Backup, Special Lectures, and Review/Integration

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

Instructor: Norie OSHIMA, PhD

Office hours: TUE & THU 13.00-14.30

email: n-oshima@aiu.ac.jp

Semesters: Spring2009

Meeting times:

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

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

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

STUDY MATERIALS:

<Textbooks>

- * none

<Reference books, sources of readings and other information>

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

ASSESSMENT:

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

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

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 Discussion

SCHEDULE:

<Week 1>

Theme: Introduction of the Course and Systematic Geography

Readings: None

<Week 2>

Theme: Making, Manipulating and Interpreting Maps

Readings: Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.1-9.

<Week 3>

Theme: Human Impacts on the Earth

Readings: None

<Week 4>

Theme: How to read Landscape

Readings:

<Week 5>

Theme: Concept of a City

Readings: Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.109-116.

<Week 6>

Theme: Urban structure

Readings: Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.275-285.

Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.299-308.

<Week 7>

Theme: Migration and Distribution

Readings: Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.61-66.

Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.85-92.

<Week 8>

Theme: Primary, Secondary, and Tertiary Activities

Readings: Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.133-143.

Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.213-220.

<Week 9>

Theme: Hierarchy and Development

Readings: Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.247-251.

Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.175-191.

<Week 10>

Theme: Nations, States, and Nation-States

And Readings: Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.351-418.

<Week 11>

Theme: A Geographical Research: Immigrant Issues in Europe

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

Provisional syllabus

Instructor: Norihito Mizuno, Ph.D.

Office: C10

#Phone: Mizuno 5975

Email: 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

Week 1

Course Introduction (Sep. 2)

1. FROM THE MIDDLE AGES TO THE RENAISSANCE

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

2. THE REFORMATION SPIRIT

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

4. 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

5. THE AGE OF GREAT DISCOVERIES

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.

6. THE MUSLIM EMPIRES AND THE ACHIEVMENTS OF ISLAMIC CULTURE

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

7. THE RUSSIAN EMPIRE AND EASTERN EUROPE

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

8. EAST ASIA BEFORE THE 19TH C.

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

9. THE AGE OF ENLIGHTENMENT IN EUROPE

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

10. THE RISE AND FALL OF THE NAPOLEON EMPIRE

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.

11. THE RISE OF INDEPENDENT STATES IN THE AMERICAS

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

Week 7

12. INDUSTRIALIZATION AND NATIONALISM IN THE 19TH C.

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

13. EUROPEAN CULTURE AND SCIENCE IN THE 19TH C.

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.

14. WESTERN IMPERIALISM

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

Week 9

15. EAST ASIA UNDER CHALLENGE

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

16. GREAT WAR (WW I)

The Domestic Scenes of European States – European International Politics on the
Eve of the War – Great War – Peace Settlement

Week 10

17. THE AFTERMATH OF THE WAR

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

18. GLOBAL DEPRESSION & THE AGE OF CRISIS

The Great Depression – The Impact of the Great Depression – Crisis Management – The Rise of Fascism – USSR under Stalin

Week 11

19. WW II

The Path to War in Asia – The Path to War in Europe – WW II in Europe – WW II in Asia and Pacific

20. THE BEGINNING OF THE COLD WAR

Unshared Vision of Postwar International Order – The Beginning of the Cold War in Europe – The Beginning of the Cold War in Asia

Week 12

21. THE COLD WAR ERA (1)

Bipolar World under Superpowers – The Recovery and Revival of European Powers and Japan – Decolonization and the Third World

22. THE COLD WAR ERA (2)

Peaceful Coexistence – Complicity of the Cold War Era – Détente – The Last Years of the Cold War

Week 13

23. THE COLLAPSE OF THE SOCIALIST SYSTEM AND THE MULTI-POLAR WORLD

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.

24. THE ACHIEVEMENTS OF CULTURE AND SCIENCE IN THE 20TH c.

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

25. THE TERRORIST THREAT AND THE GROWTH OF MUSLIM FUNDAMENTALISM

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.

26. THE WORLD IN THE AGE OF GLOBALIZATION

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

Week 15

27. FREE FINAL DISCUSSIONS, VIDEOS, AND REVIEWS

FINAL EXAMINATION

HIS110/HIS 150: World History

Spring semester 2008 (Monday and Wednesday 10:30 – 11:45)

Instructor: Alexander Dolin, Ph.D.

Office Hours:

**Tuesday & Thursday, 12:00-13:30
(or by appointment)**

Office:

#Phone: 5982

Email: alexanderdolin@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 rise and fall of the Soviet Union and the Socialist system. Special consideration will be given to the problems of colonialism, national liberation movements, military conflicts, arms race and terrorist threat as well as to the on-going globalization and changing balance of power in the multi-polar world.

Course Objectives

1. To give the students basic understanding of the World history from the Medieval period till the beginning of the 21st c..
2. To show the emergence 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 not to miss classes.
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 (80%): details on the exam will be announced later.
2. Attendance (20%): attendance will be taken at the beginning of every meeting. Late arrival in the classroom will not be counted as attendance.

Course Materials

William J. Duiker, Jackson J. Spielvogel. *The Essential World History*, Volume II, 3rd edition, 2007.

Special selection of video materials.

Course Schedule

(The order of lectures may be a subject to change)

Week 1

1. FROM THE MIDDLE AGES TO THE RENAISSANCE

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.

VIDEO SESSION

Week 2

2. THE REFORMATION SPIRIT

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

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

4. THE AGE OF EXPLORATION

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

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 Mughals in India and the Concept of Religious Syncretism .

VIDEO SESSION

Week 4

6. THE RUSSIAN EMPIRE AND EASTERN EUROPE

Medieval Russia - 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

7. EAST ASIA BEFORE THE 19TH C.

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

8. THE AGE OF ENLIGHTENMENT IN EUROPE

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 –

Week 6

9. THE FRENCH REVOLUTION AND THE NAPOLEON EMPIRE

The French Revolution and the Fall of Monarchy – Revolutionary Terror and Revolutionary Wars.

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

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

Week 7

11. INDUSTRIALIZATION AND NATIONALISM IN THE 19TH C.

The Economic Basis 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

12. EUROPEAN CULTURE AND SCIENCE IN THE 19TH C.

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. THE RISE OF WESTERN IMPERIALISM

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

Week 9

14. EAST ASIA IN TRANSITION

Qing China's under the pressure of Western 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)

The Domestic Scenes of European States – European International Politics on the Eve of the War – Great War – Peace Settlement

Week 10

16. THE AFTERMATH OF THE WAR

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. THE AGE OF CRISIS

The Rise of Fascism in Germany and Italy – Nazi Ideology - – USSR: from Lenin to Stalin – Communist Ideology – Japanese Militarism - Totalitarian Regimes and the Policy of Total Terror -The Great Depression in the USA

Week 11

18. WORLD WAR II

The Path to War in Asia – The Path to War in Europe – WW II in Europe – WW II in Asia and Pacific - Crimes against Humanity - The Results of the WW II

VIDEO SESSION

19. THE BEGINNING OF THE COLD WAR

The End of the Alliance and Postwar Confrontation of the Superpowers. - Divided World - – The Beginning of the Cold War in Europe – The Beginning of the Cold War

in Asia

Week 12

20. THE COLD WAR ERA (1)

Bipolar World under Superpowers – The Recovery and Revival of European Powers and Japan – Decolonization and the Third World – The War in Korea - The USSR after Stalin and the Countries of the Socialist Block

21. THE COLD WAR ERA (2)

Peaceful Coexistence – The USSR under Khrushchov and Brejnev - Complicity of the Cold War Era – Détente – The Last Years of the Cold War

Week 13

22. THE COLLAPSE OF THE SOCIALIST SYSTEM AND THE MULTI-POLAR WORLD

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 Gorbachov to Eltsin - 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.

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

24. THE TERRORIST THREAT AND THE GROWTH OF MUSLIM FUNDAMENTALISM

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.

VIDEO SESSION

25. THE FACETS OF GLOBALIZATION

What is “Globalism”? – Globalization Phenomena in the Current World – New Developments in the West: America, Europe, Russia – New Developments in the Far East: China, Japan, Countries of South-East Asia – New Developments in India, Pakistan and Bangladesh – New Developments in the Middle East and in Africa - Global Civilization for a Multi-polar World?

Week 15
VIDEO SESSION

26. FREE FINAL DISCUSSION

FINAL EXAMINATION

LAW 160: The Constitution of Japan and Law

Instructor: Tetsuya Toyoda

Office : C16

E-mail: toyoda@aiu.ac.jp

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

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

2. The Making of the Meiji Constitution

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

Required: Ibid, pp. 18-32.

4. The Constitutional Failure

Required: Ibid, pp. 33-52.

NO CLASS on September 15, 2008

III. THE BIRTH OF THE 1947 CONSTITUTION

5. The "Unconditional" Surrender

Required: Ibid, pp. 53-64.

6. The End of the Theocracy

Required: Ibid, pp. 64-73.

7. Writing the SCAP Draft

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

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.

10. Accommodation to the Constitutional Defeat [students' short presentations]

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

11. In-class essay test

IV. THE CONSTITUTIONAL POWERS AND DEMOCRACY

12. The Bureaucracy

13. The Parliamentary Cabinet System

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

14. The Administration of Justice

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

15. Mid-term exam

16. Review of the mid-term exam

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

17. Human rights in its variety

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

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

18. Equality (I) [student presentation]

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]

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]

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

21. Status of Foreigners [student presentation]

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

22. Freedom of Expression [student presentation]

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

23. Social Rights [student presentation]

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

24. Economic Rights [student presentation]

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

VI. REVISION OF THE CONSTITUTION?

25. Constitutional Revisionism

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. 15: reserve day

27. Final Exam

PLS150 POLITICAL SCIENCE (3 credit hours)

Provisional syllabus

Instructor: Rei SHIRATORI

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

e-mail: rei@aiu.ac.jp

Semesters: TBA

Meeting times: TBA

DESCRIPTION: In this course we will examine contemporary political science by taking a broad view of the theoretical systems that underpin this field of study. The first introductory lecture, entitled “Politics and Political Science,” outlines the basic preliminary points needed to study political science, the objectives and methods of contemporary political science, and the special features of contemporary social science. The lectures of the first half of the semester provide an analysis of the basic concepts of political science, including “social and political systems”, “political cultures”, “power and authority”, “state and nation” and a look at the actors in the political system, such as the roles of “political parties” and “bureaucratic organizations”. The lectures of second half of the semester, utilizing the knowledge gained in the lectures from the first half of the semester, examine the various democratic theories of the contemporary world, such as “the theory of Polyarchy” developed by R. A. Dahl and “the theory of Consociational Democracy” proposed by Arendt Lijphart.

OBJECTIVES: Our aim is to understand methods to solve problems and conflicts of the contemporary world through theories of democracy. These theories provide a political science framework that enables us to understand real world of politics in a systematic way.

STUDY MATERIALS:

<Textbooks>

Dahl, Robert A., Modern Political Analysis, 5th edition, Prentice-Hall, 1991

<Reference books, sources of readings and other information>

1. Shiratori, Rei. Theory of Political Development. Toyo Keizai Shimposha. (白鳥 令著『政治発展論』(抜粋) 東洋経済新報社)
2. Shiratori, Rei and Yasunori Sone eds. Contemporary Democratic Theories. Shin Hyoron. (白鳥 令他編『現代世界の民主主義理論』新評論)
3. A list of other reference books will be provided at the beginning of the course.

ASSESSMENT: Student achievement will be measured in terms of 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. Lectures are designed to familiarize students with the basic concepts and theories of political science. Frequently, news articles will be used to demonstrate how to analyze the political issues facing real societies. Students will be required to discuss the validity and application of theories in class.

SCHEDULE:

- 1st Week Politics and political science: Introduction
- 2nd Week Social systems and political systems
- 3rd Week Political cultures
- 4th Week Political parties (1): Definition and functions
- 5th Week Political parties (2): Organization and typologies of parties
- 6th Week Political parties (3): Party system
- 7th Week Bureaucracy
- 8th Week Mid-term examination
- 9th Week Classical theory of democracy in Athens
- 10th Week The theory of “Another Democracy” by J. A. Schumpeter
- 11th Week The theory of “Polyarchy” by R. A. Dahl
- 12th Week The theory of “Elective Polyarchy” by G. Sartori
- 13th Week The theory of “Consociational Democracy” by A. Lijphart
- 14th Week “Structural Violence” and “Theory of Imperialism” by J. Galtung
- 15th Week Final Examination

Sociology150-1: Sociology
Spring 2009
MW 15:30-16:45
Room TBA

Dr. Etzrodt
Office: C 104
Phone: 018-886-5804
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

1. To introduce students to the essential concepts, theories, and methods used in sociology to analyze social phenomena.
2. To enable students to identify and examine sociologically relevant problems and issues.
3. To encourage critical thinking and debating skills that demonstrate the students’ abilities to understand and analyze social issues.
4. To enhance students’ understanding and appreciation of the complexity of social life and global issues.

Texts

- Ferrante, Joan. 2007. *Sociology: A Global Perspective*. Seventh Edition. Thomson/Wadsworth.

Assessment

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.

Students have to make a short presentation (5 minutes). It will be worth 30% of the overall course grade.

The final exam will be worth 40% of the overall course 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

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

April 6. Introduction to the course; The Sociological Imagination.

Reading: Ferrante, Chapter 1.

April 13, 15, 20. Sociological Theories.

April 22. Methods of Social Research.

Reading: Ferrante, Chapter 2: 52-65.

April 27, May 7. Culture.

Reading: Ferrante, Chapter 3.

May 8, 11: Socialization.

Reading: Ferrante, Chapter 4.

May 13, 18: Social Organization.

Reading: Ferrante, Chapter 6.

May 20, 25: Deviance, Conformity, and Social Control.

Reading: Ferrante, Chapter 7.

May 27, June 1: Social Stratification.

Reading: Ferrante, Chapter 8.

June 3, 8: Race and Ethnic Classification.

Reading: Ferrante, Chapter 9.

June 10, 15: Gender.

Reading: Ferrante, Chapter 10.

June 17, 22: Family and Aging.

Reading: Ferrante, Chapter 12.

June 24, 29: Population and Urbanization.

Reading: Ferrante, Chapter 13.

July 1, 6: Education.

Reading: Ferrante, Chapter 14.

July 8, 13: Religion.

Reading: Ferrante, Chapter 15.

July 15, 22: Social Change.

Reading: Ferrante, Chapter 16.

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

July 27: Final exam.

Sociology 250: Ideas and Theories in the Social Sciences
Spring 2009
MW 14:00-15:15
Room TBA

Dr. Etzrodt
Office: C 104
Phone: 018-886-5804
Office hours: TBA

Course description

Theories determine consciously or unconsciously our perception of reality. They explain human behavior (e.g. egoistic or idealistic, reasonable or irrational), institutions (e.g. why do family structures exist in every society), and human interactions. We can therefore increase our knowledge of the social world by applying different theories to a certain social problem, because we will be able to see the problem from different perspectives. This course introduces students to the main analytical tools of sociology and the related social sciences. The major classical and contemporary sociological ideas and theories will be discussed. Students are provided with a necessary understanding of the advantages and disadvantages of the major theoretical perspectives of the discipline. We will examine their background assumptions, logical consistency, and empirical testability. A substantial part of the course will be related to the practical application of these theories to relevant contemporary social problems.

Course objectives

1. To gain familiarity with the major sociological theories.
2. To develop your ability to move between theories to compare, contrast and critically analyze them.
3. To use sociological theories as schemes of interpretation that allows you to change consciously the point of view in order to analyze social problems from different perspectives.
4. To develop your theoretical creativity, by exploring applications of theories to everyday life.
5. To practice and strengthen your ability to write about social theory in clear and concise prose.

Text

- Harrington, Austin. 2005. *Modern Social Theory: An Introduction*. Oxford: Oxford University Press.

Additional texts (voluntary readings)

- Callinicos, Alex. 1999. *Social Theory: A Historical Introduction*. New York: New York University Press.

- Powers, Charles H. 2004. *Making Sense of Social Theory: A Practical Introduction*. Lanham: Rowman & Littlefield.
- Roberts, Brian. 2006. *Micro Social Theory*. Houndmills: Palgrave Macmillan.

Assessment

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. It is your responsibility to your classmates to read the assigned material before the class, so that you are ready to discuss it.

Students have to make a short presentation (5 minutes). It will be worth 30% of the overall course grade.

Finally, students have to write a short (4-10 pages) academic paper. The paper should be about a comparison and evaluation of two discussed theories. The paper will be worth 40% of the overall course grade.

Prior Academic Preparation

It is strongly suggested that, prior to enrolling in this course, students have first completed Sociology (Sociology 180).

Schedule

April 6: Introduction: What is Social Theory?

Reading: Harrington 2005, Introduction.

April 13, 15: Classical Social Theory, I.

Reading: Harrington 2005, Chapter 1.

April 20, 22, 27: Classical Social Theory, II.

Reading: Harrington 2005, Chapter 2.

May 7, 8: Classical Social Theory, III.

Reading: Harrington 2005, Chapter 3.

May 11, 13: Functionalism and its Critics.

Reading: Harrington 2005, Chapter 4.

May 18, 20, 25, 27: Interpretivism and Interactionism.

Reading: Harrington 2005, Chapter 5.

June 1, 3: Historical Social Theory.

Reading: Harrington 2005, Chapter 6.

June 8, 10: Critical Theory.

Reading: Harrington 2005, Chapter 7.

June 15, 17: Psychoanalytic Social Theory.

Reading: Harrington 2005, Chapter 8.

June 22, 24: Structuralism and Post-structuralism.

Reading: Harrington 2005, Chapter 9.

June 29, July 1: Structure and Agency.

Reading: Harrington 2005, Chapter 10.

July 6, 8: Feminist Social Theory.

Reading: Harrington 2005, Chapter 11.

July 13, 15: Modernity and Postmodernity: Part I.

Reading: Harrington 2005, Chapter 12.

July 22, 27: Modernity and Postmodernity: Part II.

Reading: Harrington 2005, Chapter 13.

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

Provisional syllabus

Instructor: Chie NAGANUMA

Office hours: TBA

Website: N/A

Semesters: Spring

Office: TBA

email: chie@aiu.ac.jp

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

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

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

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

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

STUDY MATERIALS:

<Textbooks> None

<Reference books>

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

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

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

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

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

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

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

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

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

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

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

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

Choir rehearsals are also open to all freshmen and the students who already completed this course before, which allows the students to be a part of the gospel choir every year.

The repertoire comprises spirituals, traditional gospel songs, and contemporary gospel/inspirational songs. Students will learn ten new pieces at least and sing them at the concert. A weekly sectional rehearsal for 30 minutes is conducted by part.

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

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

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

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

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

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

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

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

(4) Analysis paper (25%),

Each student chooses a song(s) relevant to the course materials and analyzes why this particular song(s) appeals to the listeners. How do the melody, rhythm, instrumentation, texture, and lyrics contribute to each other and create a certain musical effect or

atmosphere? Students may approach this assignment through the analysis on how the music is employed to narrate a story or theme of the song. Or they may compare two songs by the same artist or two different versions of a song and discuss similarities and differences. In either case, students are expected to propose an arguable statement based on their close analysis of texts and original interpretations.

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

There is no midterm exam. No final exam.

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

POLICIES: All assignments must be completed to receive a passing grade for this course. Acts of plagiarism or other forms academic dishonesty will be dealt with harshly. See <http://en.wikipedia.org/wiki/Plagiarism> for more information.

SCHEDULE:

<Week 1>

Choir Rehearsal: TBA

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

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

Assigned readings: None

<Week 2>

Choir Rehearsal: TBA

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

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

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

<Week 3>

Choir Rehearsal: TBA

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

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

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

<Week 4>

Choir Rehearsal: TBA

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

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

Assigned reading: None

<Week 5>

Choir Rehearsal: TBA

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

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

Assigned reading: TBA

<Week 6>

Choir Rehearsal: TBA

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

Assigned film: *The Temptations* by Allan Arkush

Assigned reading: TBA

<Week 7>

Choir Rehearsal: TBA

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

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

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

<Week 8>

Choir: Dress Rehearsal and Semester Ending Concert

MUS200 MUSIC AND PERFORMANCE (3 credit hours) Provisional syllabus

Instructor: Reiko WATANABE

Office hours: By appointment Office:

C12

E-mail: paganiniana@aiu.ac.jp

Semester: Spring Meeting

Times: TBA (over 7.5 weeks only)

DESCRIPTION: From a unique perspective of a performing artist on stage, I explore and analyze numerous master pieces from the Baroque to contemporary music periods. I demonstrate different styles of music and highlight changes in performance practices which have occurred over time. The students will have an opportunity to attend my live, lecture-concert session at a public concert hall. At the university, I shall often play solo violin or duo pieces with a pianist to allow the students to listen, stop, and ask questions during such performances. I will also point out relationships which exist among literature, philosophy and music by using literary works of Proust and Tolstoy and musical works of Janacek, Beethoven, J. S. Bach, etc. Students will be encouraged to explore the relationship among composers, performers, audience and critics in performing arts. This year, I invited a known, Japanese composer to the class to speak (over two days) on classical and modern music from the perspective of a composer.

OBJECTIVES: By actually listening to many examples of actual performances, students will be able to grasp the essence of music which is difficult to comprehend through intellectual and verbal exercises only. They should realize that there is a lot more to music than printed notes on a page. The course will develop the ability of the students to become an active listener, versus being a passive listener, with appreciation for both the sound and the musicians who create this art.

STUDY MATERIALS:

<Textbook>

J. Kerman, G. Tomlinson, *Listen*, Boston: Bedford/St. Martin's, 2004.

< Sources of readings and other information >

Compositions recorded on CD's (a partial list of disks which will be made available in the library.)

"Listen": recording examples from the early Middle Age to

contemporary music (6 CDs)

J. S. Bach, *Sonatas and Partitas for Violin Solo*,
Cantatas, Passions

A. Vivaldi, *Four Seasons*

A. Mozart, *Sonatas for Violin and Piano, Concertos*,
Operas

L. Beethoven, *Sonatas for Violin and Piano*,
Symphonies

J. Brahms, *Sonatas for Violin and Piano, Violin*
Concerto, Piano
Concertos

N. Paganini, *Caprices, Concertos, Sonata for Violin*
and Guitar

C. Franck, *Sonata for Violin and Piano*

A. Berg, *Violin Concerto, Operas*

A. Shostakovich, *Violin Concerto, Symphonies*

Also works by Bartok, Schubert, Schumann,
Stravinsky, Debussy,
Schoenberg, etc.

DVD:

L. Bernstein, *Young People's Concert/New York*
Philharmony, 1961

The Art of Violin, and other video recordings of past
master performers in the 20th century

Books on music and art:

L. Bernstein, *The Unanswered Question*

F. Nietzsche, *The Case of Wagner, The Birth of*
Tragedy

M. Proust, *A la Recherche du Temps Perdu*

L. Rowell, *Thinking About Music*

A. Schopenhauer, *Metaphysics of Music*

L. Tolstoy, *What is Art, Kreutzer-Sonata*

S. Volkov, *Testimony*

A. Copland, *What to Listen for in Music*

A. M. Abell, *Talks With Great Composers*, New
York: Carol Publishing

Group, 1994.

T. Minagawa, *Yogaku Toraikou*, Nippon Christian Publishing Co. [in Japanese]

Interviews on DVD and CD's and music reviews from newspapers.

ASSESSMENT: The course grade will be determined by:

Final examination 50%

Listening quizzes 30%

Classroom discussion 20%

ACADEMIC PREPARATION: None required, only eagerness and curiosity about music.

POLICIES: Attendance will be counted as a part of classroom discussion.

CDs will be available in the library for listening assignments.

COURSE FORMAT AND ACTIVITIES

The course is spread over the entire Spring semester, but classes are not held every week. Instead it is over 7.5 weeks only and when we have classes, we shall meet a total of 6 hours in any given week. The dates of classes will be posted in March.

Week 1: What is the Classical Music?

Copland's "What to Listen for in Music"

Week 2: Structure of music.

Late Baroque Period – Bach and Vivaldi

Week 3: What is Violin? Legends of great violinists

Music and the Age of Enlightenment –symphonies, sonatas, concertos

Week 4: Mozart and Haydn. A new genre: string quartets

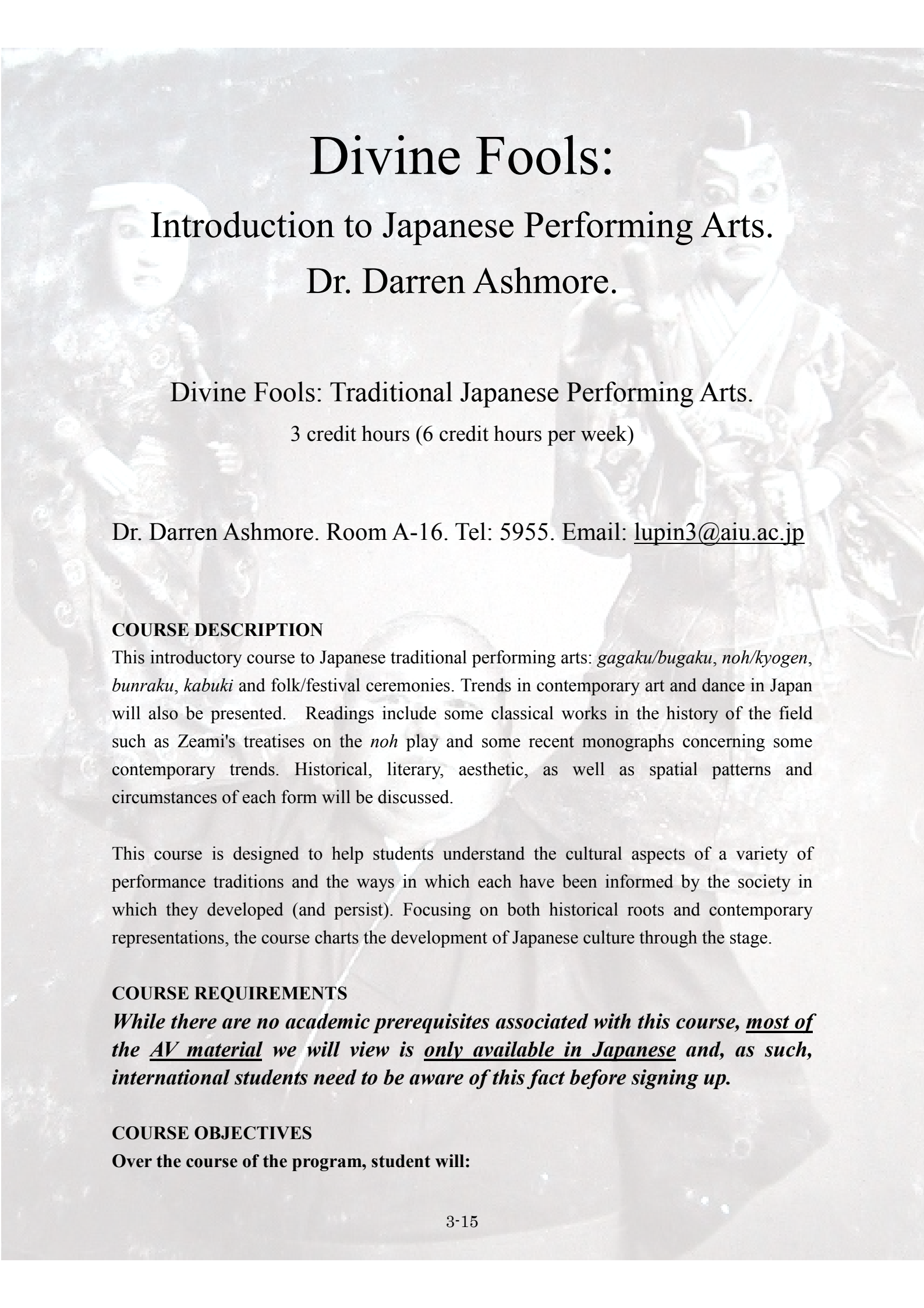
Week 5 Beethoven: a hero

Week 6 Romantics -- Schubert, Schumann, Brahms

Week 7 Modernism -- Debussy, Schoenberg, A. Berg, Stravinsky

Week 8 Alternatives to Modernism – Bartok

Class summary and final exam



Divine Fools:

Introduction to Japanese Performing Arts.

Dr. Darren Ashmore.

Divine Fools: Traditional Japanese Performing Arts.

3 credit hours (6 credit hours per week)

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

COURSE DESCRIPTION

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

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

COURSE REQUIREMENTS

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

COURSE OBJECTIVES

Over the course of the program, student will:

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

STUDY MATERIALS:

<Core Textbooks>

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

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

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

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

Assessment will be as follows:

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

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

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

NOTE: Assignments and class discussions are an important part of the course, and will earn you a good percentage of your final mark. Therefore you must be ready to deal

with this heavy workload and be willing communicate you views to the class in discussion.

Essay Questions:

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

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

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

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

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

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

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

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

<Week 1: Session A>

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

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

<Week 1: Session B>

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

Screening: On Japanese religion

<Week 2: Session A>

Theme: *Kagura, and Gigaku.*

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

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

Readings:

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

<Week 2: Session B>

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

Screening: Gigaku by the Imperial Court troupe.

<Week 3: Session A>

Theme: *A Theatre of the people.*

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

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

Readings

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

<Week 3: Session B>

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

Screening: Sangaku and other folk traditions.

<Week 4: Session A>

Theme: *Diversification.*

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

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

Readings:

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

<Week 4: Session B>

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

Screening: Dengaku (also known as Tamae).

<Week 5: Session A>

Theme: Nogaku.

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

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

Readings:

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

<Week 5: Session B>

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

Screening: Kyougen.

<Week 6: Session A>

Theme: *Main Screening One: The Noh.*

Lecture: Screening of “Dai Han Nya”

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

<Week 6: Session B>

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

Presentations to take place in this session.

<Week 7: Session A>

Theme: *Kabuki.*

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

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

Readings:

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

<Week 7: Session B>

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

Screening: Excerpt from “Terakoya”

<Week 8: Session A>

Theme: *Main Screening Two: Kabuki.*

Lecture: Screening of “Kanjincho”

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

<Week 8: Session B>

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

Presentations to take place in this session.

<Week 9: Session A>

Theme: *Ningyou Joururi.*

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

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

Readings:

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

<Week 9: Session B>

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

Screening: Excerpts from a variety of puppet performances.

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

<Week 10: Session A>

Theme: *Main Screening Three: Ningyou Joururi.*

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

<Week 10: Session B>

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

Presentations to take place in this session.

<Week 11: Session A>

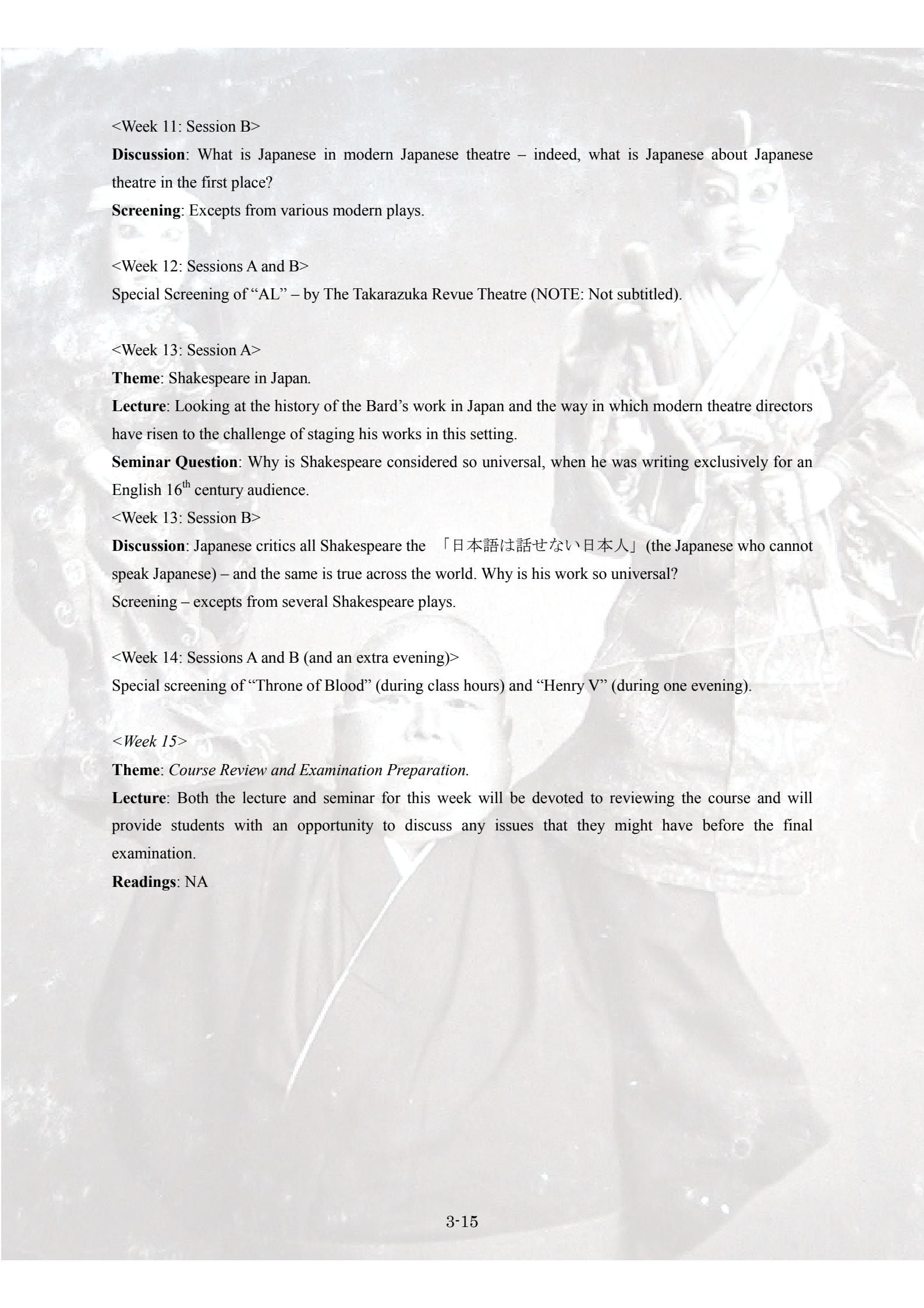
Theme: *Contemporary Theatre: Shinpa, Shingeki and Musical Review.*

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

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

Readings:

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



<Week 11: Session B>

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

Screening: Excerpts from various modern plays.

<Week 12: Sessions A and B>

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

<Week 13: Session A>

Theme: Shakespeare in Japan.

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

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

<Week 13: Session B>

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

Screening – excerpts from several Shakespeare plays.

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

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

<Week 15>

Theme: *Course Review and Examination Preparation.*

Lecture: Both the lecture and seminar for this week will be devoted to reviewing the course and will provide students with an opportunity to discuss any issues that they might have before the final examination.

Readings: NA

HUM 155 *CIVILIZATION AND PHILOSOPHY* 3 credits

Instructor's Name **Alexander Dolin**
Office Hours
E-mail address alexanderdolin@aiu.ac.jp
Semesters Spring 2009
Day and Time Monday and Wednesday 14:00 – 15:15.....

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 of society, culture, civilization. The course is based upon contemporary interdisciplinary research, including perspectives from history, archeology, ethnography, anthropology, social studies, 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 the world. Introductory general explanations of the major concepts of Civilization provide a comparative vision of the human condition and ways of understanding the sources of political, ideological and military conflicts. The course traces the pathways of world civilizations and alternative approaches to philosophy from antiquity to the Middle Ages with a special reference to the modern history., forming a bridge between the past and the present and investigating in the crucial problems that humanity is facing in the 21st century.

Course objectives :

To examine the nature and roots of human civilization and philosophy regarded as a universal creative phenomena.
To investigate the practical application of philosophy to human problems. on various stages of history.
To enhance students' understanding of culture and history.
To reinforce and advance students' analytical and critical thinking skills.
To develop creative approaches to the problems of globalization,
international cooperation and peaceful conflicts resolution.

Study Materials

Textbook :

Phillip. J. Adler & Randall L. Powels - World Civilizations . 4th Edition
(Thompson-Wadsworth, 2006).

Special video materials.

Various recommended online resources

Assessment

Percentage of each grading area

Homework assignments	45 points	15 %
Class Participation (attendance)	45 points	15 %
Final Exam	50% Total	210 points 70 %
Total number of points		300 100 %

Expected academic background

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

Policies

- Attendance at all class meetings is required.
- Interest in the topics studied and additional free reading/studying are strongly encouraged.
- Reasoning and presentation skills are appreciated.

Format and Activities

It is a lecture-based course with supplementary video sessions.

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

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

Class Schedule

(The order of lectures might be a subject to change)

- 1 Introduction 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 mid-19th C. to the 21st C.
- 2 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.
- 3 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 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 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 The Legacy of Egyptian Civilization – Egypt’s Uniqueness – The Pharaoh and their Conquests - Religion and Eternal Life – Pyramids and Mummies —Development of Mathematics, Science and Engineering in Egypt.
- 7 The Legacy of Indian Civilization. – Mohenjo-Daro and Harappa Culture – Aryan Invasion – Vedic Wisdom – 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. 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 – China in the XX c. and Prospects for the Future.
9. Confucianism as a System of Life – Humanism as the Basic Principle – The Role of Cultural Heritage – Compilation of Five Classics and their Functions in the Teaching – Concepts of Loyalty and Filial Piety – Concepts of Social Harmony and Peaceful Administration - Analects (Lun-yui) by Confucius – Confucianism in China as a Pillar of Social Life – Confucianism and Neo-Confucianism in Japan – Ideals of Bushido – Confucian Ethics Today.
10. 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 the Greek Civilization – Philosophy and Social Development.
11. Hellenic Culture –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. 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. 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. 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. 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 Exploration -- Christianity and Society – Christianity and Culture – The 19th c. revision of Christianity - The Prospects of the Christian Church in the modern world.
 16. The Legacy of Byzantine Civilization and Eastern Orthodoxy - Byzantium and The Legacy of Greek and Roman Culture – Opposing the Muslim Aggression - Byzantium and Western Europe - Byzantium and Eastern Europe
 17. Phenomenon of Russian Civilization and Eurasian Empires during the Middle Ages. - Russian Civilization after Peter the Great - The Achievements of Russian culture of the 19th - early 20th c.
 18. 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.
 19. Philosophy of the Enlightenment: Voltaire, Rousseau and other Great Thinkers – The Model of Science as Achievement of Enlightenment – The Social Ideals of Enlightenment and the French Revolution - Major Philosophic Concepts of the 17th to 19th cc. and their Practical Application.
 20. 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. 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 the Mass Culture – Tradition and Innovation.

22. 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. East Meets West
- Major Philosophic Doctrines of the East: Gandhi, Sri Aurobindo Ghosh, Suzuki Daisetsu and Zen in the Western Culture - International Krishnaism - Further Proliferation of Yoga and Oriental Martial Arts - . Zen Aesthetics and its Role in Japanese Culture – Perception of Zen in the West – Suzuki Daisetsu and his Works in Europe and America – Proliferation of Zen in Western Literature, Music and Painting. – The Triumph of Oriental Martial Arts in the West.
24. 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 – WW 2 : Problems of Indoctrination, Expansion, Aggression, Genocide - The Rightist Extremism versus the Leftist Extremism.
25. - Cold War and the Bipolar World - Prewar and Postwar Existentialism – “Counter-Culture“ - Escapism - Popular Culture and Mass Culture - Rock Movement - Students Revolutionary Movement of the 70-s.
26. National Liberation Movement and the End of the Colonialist Geopolitics— “Local” Wars (Vietnam, Korea, Afghanistan, Iraq, Israeli-Palestinian Conflict) Reverberating over the Globe –The Fall of the USSR and the Emergence of the Multi-polar World –Superpowers of the New Age - The Changing Image 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. Culture in Industrial Society – Culture in Postindustrial Society – Modernization - New Ways of Thinking - Informational Revolution and the Progress of Science – Multimedia as the Near Future of Civilization – Challenges of the Present : Environmental Crisis, Global Warming, Overpopulation, Limited Resources, Nuclear Threat – Philosophy of Survival for Humanity.
28. 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 – Helping Poor Countries – Modern World Trade

and Business Philosophy - Prospects of International Education - International
Projects and Cooperation in Science (Space Exploration, Global Warming etc.)

29. Free discussion

30. Final Examination

Instructor's Name **Dr. Don Nilson**
Office Hours Office : C - 6

E-mail address nilson@aiu.ac.jp

Semesters : Spring Semester 2009
Day and Time : TBA

Course description

This course offers a general introduction to Civilization 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, religious studies, cognitive science, ethics and aesthetics. Studying 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 some key concepts within several world civilizations in relation to developments in philosophy from antiquity to the 21st Century. Special emphasis is placed on concepts, philosophical approaches and ideas that have had foundational significance for Western Civilizations and that help us understand contemporary human problems.

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 & the 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 issues involving globalization.

Special note : This course is recommended to all Global Studies and Global Business majors who hope to gain the broad cultural background assumed to be part of all undergraduate study at universities like AIU, which place 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

Classes in lecture format with some discussion.

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.



Real to Reel: Introduction to Film Studies

Spring Semester

INTRODUCTION TO FILM STUDIES

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

STUDY MATERIALS:

<Core Textbook>

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

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

intranet)

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

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

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

Assessment will be as follows:

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

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

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

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

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

Japanese students must be aware of this.

POLICIES: All assignments must be completed to receive a passing grade for this course. Acts of plagiarism or other forms academic dishonesty will be dealt with harshly.

See <http://en.wikipedia.org/wiki/Plagiarism> for more information. To this end, an electronic copy of the essay will also be collected to check using plagiarism software.

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

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

SCHEDULE:

Part One: Cultural rewriting

<Week 1>

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

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

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

<Week 2>

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

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

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

<Week 3>

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

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

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

<Week 4>

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

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

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

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

Part Two: Social Struggle

<Week 5>

Theme: *Animation 1: "Metropolis"*.

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

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

<Week 6>

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

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

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

<Week 7>

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

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

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

<Week 8>

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

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

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

Part Three: Dreams and Desires

<Week 9>

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

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

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

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

<Week 10>

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

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

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

<Week 11>

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

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

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

<Week 12>

Theme: *Viewer's Choice*.

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

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

Part Four: Laughing Gravy

<Week 13>

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

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

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

<Week 14>

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

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

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

<Week 15>

Theme: *Course Review and Examination Preparation*.

Lecture: Both the lecture and seminar for this week will be devoted to reviewing the course and will provide students with an opportunity to discuss any issues that they might have before the final examination.

“Anybody can direct, but there are only eleven good writers”

– Mel Brooks

HUM180: Introduction to Tohoku Culture

Instructor's Name: Hidemichi Tanaka

Course Description:

The culture of Tohoku region is often considered different and independent from the culture of the central regions of Japan because of its remote geographical location in the North-Eastern part of Honshu. However, it would be an error to assume that because of this independence Tohoku has become culturally underdeveloped. To the contrary, it has its own rich, original cultural tradition very much worth exploring. The course is intended for students who are interested not only in the culture of Tohoku, but in Japanese culture in general. Students will explore characteristics of Tokoku culture by learning new ways to observe and to study this rich and diverse cultural region. Through this course they will have an opportunity to visit temples, shrines, towns, art works, representative for Tohoku.

The remaining part of the syllabus is in preparation.

HUM185-1 INTRODUCTION TO AKITA CULTURE (3 credit hours)

Instructor: Norie OSHIMA, PhD

Office hours: TUE & THU 13.00-14.30

email: n-oshima@aiu.ac.jp

Semesters: Spring2009

Meeting times:

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

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

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

STUDY MATERIALS:

<Textbooks>

None

<Reference books, sources of readings and other information>

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

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

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

ASSESSMENT:

10pts: Active participation in the class (includes attendance)
30pts: 2 reports on excursions (20pts is for the 1st excursion, 10pts is for the 2nd one)
15pts: Group Presentation
15pts: Group Research Paper
10pts: Response Paper for the instructor's lecture
20pts: 2 Response Papers for Student's Presentation

ACADEMIC PREPARATION: None

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

COURSE FORMAT AND ACTIVITIES: Lecture, Presentation and Excursion

SCHEDULE:

<Week 1>

Theme: Introduction of the Course

Readings: none

<Week 2>

Theme: Tohoku in Japanese Cultural Realm

Readings:

<Week 3>

Theme: What is culture?

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

<Week 4>

Theme: Current Studies on Local Culture

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

<Week 5>

Theme: Excursion 1: Preserved Town Kakunodate

Readings: None

<Week 6>

Theme: Osarizawa Mine

Readings: None

<Week 7>

Theme: Excursion2: Arawa Shrine

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

<Week 8>

Theme: Castle Town Akita

Readings: Yamori, K. (1990): *The Regional Structure of Japanese Castle Towns*.
Taimeido, pp.417-421. None

<Week 9>

Theme: Festivals in Akita

Readings: None

<Week 10>

Theme: Agriculture in Akita

Readings: None

<Week 11>

Theme: Emishi People

Readings: None

<Week 12>

Theme: Dietary Culture in Akita

Readings: None

<Week 13>

Theme: Student's Presentation

Readings: None

<Week 14>

Theme: Student's presentation

Readings: None

<Week 15>

Theme: No Final Exam

Readings: None

HUM250 RELIGION AND BIOETHICS

Professor Soho Machida, Ph.D.,

Graduate School of Integrated Sciences, Hiroshima University

<http://home.hiroshima-u.ac.jp/soho/> Office: A30, soho@hiroshima-u.ac.jp

OBJECT OF THE COURSE

The cutting edge of bio-medical technology is bringing up unprecedented ethical issues to our society. None of religious traditions are equipped to provide concise answers to these complicated issues. We will study the current situation of bioscience and then, examine the ethical dimension of particular issues. Students will be also trained to express persuasively their personal view through debate practices and power-point presentations.

It is crucial for young generations to know what is going on in the field of bio-medical science, because they are going to be sooner or later exposed to diverse options of advanced technologies. Students should take seriously complicated moral issues around the available bio-medical science, and be prepared to make his or her own decision about what to do in crucial moments of their life. However, this course is designed to help the students with little knowledge to understand difficult topics with the use of appropriate handouts and films. Finally, creative group projects are most crucial in this class.

MAJOR TOPICS & STUDY PLAN:

- 1. What is Bioethics?:** Unstoppable Desires, Dilemma, “Menu” Theory
Film : ”Mask”
- 2. Organ Transplant:** Brain Death, Organ Donations, Organ Trading
Film: “Lorenzo’s Oil”
- 3. Artificial Fertility:** Prenatal Diagnosis, Genetic Control, Designer Baby
Film: “Gattaca”
- 4. Students’ Presentations:** Creation of Power-points and Oral Presentation
Topic: “Condition of Health and Human Happiness”
- 5. Enhancement:** Chimera, Cyborg, Cloning
Film: “Bicentennial Man”
- 6. Regenerative Medicine:** Stem Cells, Omnipotent Cells, Human Dignity
Film: “Island”
- 7. Euthanasia:** Un-curable illness , Various Types, Murder or Love
Film: “The Sea Inside”
- 8. Religious Perspectives:** Meaning of Life & Death, Spiritual Care
Film: “Patch Adams”
- 9. Students’ Presentations:** Creation of Power-points and Oral Presentation
Any topic on bioethics
- 10. Students’ Presentations:** Creation of Power-points and Oral Presentation
Any topic on bioethics

USEFUL WEBSITES:

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

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

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

EVALUATION:

Attendance (30%), Discussion (30%), Group Project (20% X 2 = 40%)

PHI 170 WESTERN PHILOSOPHY
(3 credit hours)

Provisional syllabus

Professor : Dr. Don Nilson
Office : C-6
Semester : Spring

DESCRIPTION : Themes and thinkers that form the core of the Western philosophical tradition from the ancient Greek philosophers to philosophy in the 20th & 21st centuries. Attention is given to ways that Western religious traditions, as well as the arts and the sciences, have interacted with Western philosophy. Philosophers and philosophies to be discussed include : Socrates ; Plato ; Aristotle ; Augustine ; Descartes, Spinoza & Rationalism ; J. Locke & Empiricism ; Kant ; Nietzsche; W. James & Pragmatism; Heidegger, Sartre & Existentialism; The rise of Analytic Philosophy and Phenomenology ; Philosophy today. We aim to understand Western culture more fully by understanding the central place of philosophy in that culture.

OBJECTIVES : In this course students will develop an appreciation and understanding of what some of the central problems of philosophy are, how certain philosophers have answered these questions and you will take steps toward clarifying your own answers to these questions . During this course :

- You will gain an overview of the development of Western philosophy. You will learn about certain trends or basic styles of thinking in Western philosophy.
- You will learn about the major ideas of several of the great philosophers in Western tradition and how their ideas have helped shaped many parts of Western history, thought and culture.
- You will develop careful, thorough and precise ways of reading, and listening to, philosophical works. (These are general techniques that you will find apply well to other fields as well, and so will help improve your general reading, studying and listening skills.)
- You will learn about the basic areas or sub-fields within philosophy, the kinds of questions that arise in each area, as well as the importance of reasoning, experience and feeling for each area.
- You will improve your logical and critical skills. You will come to see more deeply the different ways that people disagree about such things as what is the right or the wrong thing to do or what we truly know and what we do not know.
- You will come to see how the continued study of philosophy can enrich your understanding of Western culture and various aspects of it, such as literature, art, science, politics and religion. Students of Western philosophy often say that this study has allowed them to better understand and appreciate Western culture. For example, study of American pragmatism may help you to better understand the emphasis on individual opinion and expression and the ways ideas are tested through social practices within North American culture.

STUDY MATERIALS:

1. Required text : Christopher Biffle - A Guided Tour of Rene Descartes' *Meditations*. (New York: McGraw-Hill Publications, 3rd Edition, 2000. [This paperback edition includes a complete translation of Descartes' *Meditations*. Note : you will not need the book until week 5.]

Recommended text : Robert C. Solomon & Kathleen M. Higgins – A Short History of Philosophy. (Oxford: Oxford University Press, 1996.)

2. Selected readings in the history of Western philosophy will be made available for photocopying or distributed throughout the course.

3. We will view and discuss some films or video material. We will also use some *audio recordings* of philosophers speaking about such recent topics as: psychology, body and mind, or existentialism. You will transcribe selections from these recordings in order to develop your skills in listening to spoken text in philosophy. You will have help and advice in doing this.

4. We will use some on-line resources in philosophy, such as the *Stanford Encyclopedia of Philosophy* at Stanford University: <http://plato.stanford.edu/>

ASSESSMENT : (Evaluation and Grading)

Evaluation will be made on the basis of exams, 2 short papers, homework, class participation and presentations. These are:

- 1) Exams: There will be a mid-semester exam and a final exam consisting of multiple choice, short-answer and short essay questions. The mid-term exam counts as 20% of the final grade, and the final exam counts for 20%, but may count more if you do especially well on the final exam. Fundamentally, the final exam will function to allow you to improve your final grade .
- 2) Papers : Students will write two short, critically and logically structured papers. Detailed instructions will be provided separately. Papers will count 15% each and papers *must be* turned in on time.
- 3) Homework, Class Participation and Presentations: You are expected to do all readings on time and all assigned homework on time . You are expected to fully participate in class and to be prepared for each class and especially for in-class discussions or presentations that you will do. Together these parts of the course will count for 30% of your grade.

PREPARATION : This is a course for beginners : no prior background or courses in philosophy are required. A sincere interest is expected in gaining a deeper and better understanding of Western thought and culture.

POLICIES :

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

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 instructor for the assignment. If you have any questions about what is acceptable, please ask.

CLASS ACTIVITIES / CLASS FORMAT – Lecture / discussion is the main format of the class, however we will also be using a few videos and audio listening assignments in this course, as well as including some student presentations on selected themes. These presentations involve group work and are usually a particularly enjoyable part of the course. Also, we expect to have a guest lecturer presenting his or her ideas at least once during the course. We hope this additional perspective will further enrich what you gain from the course.

SCHEDULE :

TOPICS BY WEEK OF SEMESTER

1. Introduction. What is philosophy? What are the parts or branches of philosophy? Basic ideas of major Western philosophers. The importance of logic and argument in philosophy. What is a

“worldview”? Philosophy as a global phenomenon, an historical phenomenon and a sociological phenomenon. Philosophy and Western culture.

2. Philosophy, myth and the ancient sources of philosophical thought. The Pre-Socratics : Thales, Heraclitus and others. Introduction to Socrates : What is “examining your life”?

3. Socrates : the trial and fate of Socrates. Plato’s metaphysics & epistemology.

4. Plato’s ethics and politics. Aristotle’s epistemology & metaphysics.

5. Aristotle’s ethics. Christian and Islamic philosophy in the Middle Ages. The Renaissance. Montaigne and skepticism. The political philosophy of Hobbes.

6. The Philosophy of Descartes and the method of doubt.
Descartes’ *Meditations* : The self, certainty and the existence of God

7. Descartes’ *Meditations* : Mind and body. The thought of Spinoza and the rationalism of Leibniz.

8. Descartes on the existence of God. Problems in Descartes’ philosophy. Spinoza. Pascal.

9. Midterm Exam. / Seeing is believing: John Locke and empiricism.

10. Kant’s philosophy as an alternative to rationalism and empiricism.

11. Kant’s Ethics and J.S. Mill’s Ethics : How shall we decide? Rules or results?

12. Creativity and the arts as interpreted in Western and Non-Western philosophy
Guest lecture / presentation.

13. Kant’s “Copernican revolution.” / Reactions to Kant. / Nietzsche

14. Philosophy in the 20th Century : Pragmatism / Analytic Philosophy /
Phenomenology & Existentialism

15. Philosophy today. / Summary & review. / Final Exam

PHI160 Asian Philosophy
Instructor: Akimasa Mitsuta
E-mail: mitsuta@obirin.ac.jp
Phone: 090-2473-5944
Office:

Semester: Spring, 2009

Meeting time:

By appointment on Tuesday before or after the class

DESCRIPTION:

The purpose of this course is to offer a basic understanding of Asian philosophy. The emphasis will be given on the differences of Asian philosophy from the Western philosophy.

Many Japanese young people today have only a limited knowledge of Asian intellectual tradition. The principles of Confucianism, Buddhism, Taoism and Shinto will be reviewed and explained.

The influence of Chinese philosophy in the contemporary world where the western philosophy has predominantly influence will be discussed.

COURSE GOAL:

1. The students will be exposed to the basic materials of history and philosophy in Asia
2. The students will learn the difference of the west and the east.
3. The students will learn how to explain Asia in English to the westerners.

EVALUATION:

(1) Attendance/Class Participation----- 40%

(The students will be invited to participate in discussion in the class.
Active participation will be expected)

(2) Test-----30 %

(3) Essay-----30%

STUDY MATERIALS:

Materials will be given out in the class.

The students will be requested to read a variety of books. The books on the attached list are recommended to read.

SCHEDULE:

Week 1 (April 14)

Self-introduction of the instructor and the students

The students are expected to explain what they have studied on Asia and to state whether they have studied Japanese history in high school or not.

Explanation of the purpose and design of the course

Week 2 (April 21)

What is Asia?

Week 3 (April 28)

China in the world

Comprehension of the viewpoint of the Chinese of the world “Tian Xia (天下)

The concept of nation state to the Chinese

Views of the West on China

Week 4 (May 12)

Overview of Chinese society and history

It is necessary to know Chinese history in order to understand Chinese thoughts. There are more than 50 minorities in China today. Of them Han people played the central role forming the Chinese history. What is Han will be discussed.

Week 5 (May 19)

Chinese History to be continued.

Dawn of Chinese civilization:

Shang Dynasty, Chou Dynasty and Feudal Kingdoms

Han Dynasty

Week 6 (May 26)

Variety of Chinese Philosophy

Confucianism

Taoism

Hundreds of Philosophy

Week 7 (June 2)

Variety of Chinese Philosophy ---continued

Recent Movement: Establishment of Confucius Institutes in the world

Week 8 (June 9)

Buddhism and Christianity in China

Week 9 (June 16)

Japanese History and Philosophy:

Spirit of "Wa"

Shinto

Bushido

Week 10 (June 23)

Japanese History and Philosophy

Chinese influence: Interpretation of the Analects of Confucian

Development of Buddhism

Week 11 (June 30)

Meiji Restoration in Japan

Absorbing Western civilization

Week 12 (July 7)

Test

Korea and Southeast Asian Nations

Week 13 (July 14)

Comparison: Differences of the West, China and Japan

On time span

On family ties

On the relationship between government and people

Week 14 (July 21)

Asian Studies in the World

America: Harvard, Princeton, University of California

Britain: Oxford, Cambridge

France

Australia

Russia

Japan

China

Week 15 (July 28)

Submitting an essay

2009 Reading List

Japan: the History of a Nation
Edwin O. Reischauer
Charles Tuttle Co.
ISBN4-8053-0475-8

Chrysanthemum and the Sward
Ruth Benedict
Charles Tuttle Co.
ISBN4-8053-0113-9

Japanese Society
Chie Nakane
Charles Tuttle Co.
ISBN4-8053-0489-8

MITI and the Japanese Miracle
Chalmers Johnson
Stanford University Press
Charles Tuttle Co.
ISBN0-8047-1206-9

論語
金谷治 訳注
岩波文庫

中国五千年史 上・下
陳舜臣
講談社文庫 1989 第1刷
ISBN4-06-184561-6

中華思想と現代中国
横山宏章
集英社新書 2002
ISBN4-08-720164-3

中国文明の歴史
岡田英弘
講談社現代新書 2004
ISBN4-06-149761-8

中華の発想と日本人
光田明正
講談社 1993
ISBN4-06-206460-X

「国際化」とは何か
光田明正
玉川大学出版部 1998
ISBN4-472-30121-0

MAT180 Mathematics for Liberal Arts (3 credit hours)

Instructor: Yasushi NARA

e-mail: nara@aiu.ac.jp Phone: 5940

Semesters: Spring Meeting times: M,W: 12:30-13:45

Description:

The study of mathematics acquaints students with fundamental ideas and methods of logical reasoning (deduction, induction) which belong to the methodologies of all scientific disciplines. This course emphasizes the logical and conceptual aspects of mathematics that are relevant for any educated person. The material of the course includes topics in mathematics that are applicable in, and necessary for solving real life problems. At the same time they help to understand the structure of mathematics. Specifically, topics include logic and set theory which are fundamental both for critical thinking and for the skills of problem solving. For the study of random or uncertain phenomena, the elementary probability theory will be dealt with. Non-Euclidean geometries are introduced as examples that illustrate the structure and meaning of an axiomatic system, deduction and proof. Some topics such as voting systems will be discussed as examples of applications of mathematical methods. Development of students' understanding of mathematical/abstract concepts will be supported by appropriate examples and practical applications.

Objectives:

Students will acquire the knowledge of the basic concepts and methods of mathematical reasoning and axiomatic systems. They will enhance their ability to think critically and logically. On completion of this course, student should be able to understand the fundamental mathematical concepts of logic and set theory, and use the Venn diagram and truth tables for the deductive reasoning. He/She should be able to use counting methods and basic probability theory to make predictions or decisions regarding uncertain events. Students will develop skills in the applications of mathematical methods such as graph theory in their areas of study and interests.

Study Materials:

Dvid B. Johnson, Thomas A. Mowry, "Mathematics: A Practical Odyssey",

6th ed., Thomson-Brooks/Cole, 2007. ISBN 0-495-01273-4, ISBN 978-0-495-01273-3

Assessment:

The components of your grade are the following:

Homework: 20% Quizzes : 30% Final Examination: 50%

Late assignments will not be accepted.

Expected Academic Background:

There are no prerequisites for this course.

Course Format and Activities:

Class sessions have format of lectures, however questions, even when frequent, are always very welcome.

Schedule:

Week 1: 1.1 Deductive vs. Inductive Reasoning

1.2 Symbolic Logic

Week 2: 1.3 Truth Tables

1.4 More on Conditionals

Week 3: 1.5 Analyzing Arguments

2.1 Sets and Set Operations

Week 4: 2.2 Applications of Venn Diagrams

2.5 Infinite Sets

Week 5: Quiz

3.1 History of Probability

3.2 Basic Terms of Probability

Week 6: 3.3 Basic Rules of Probability

2.3 Introduction to Combinatorics

2.4 Permutations and Combinations

Week 7: 3.4 Combinatorics and Probability

3.5 Expected Value

Week 8: 3.6 Conditional Probability

3.7 Independence; Trees in Genetics

Week 9: 4.3 Measures of Dispersion

4.4 The Normal Distribution

Week 10: 4.5 Polls and Margin of Error

Quiz

Week 11: 6.1 Voting Systems

8.3 Egyptian Geometry

8.4 The Greeks

Week 12: 8.7 Non-Euclidean Geometry

8.8 Fractal Geometry

Week 13: 9.1 A Walk Through Konigsberg

9.2 Graphs and Euler Trails

9.3 Hamilton Circuits

Week 14: 9.4 Networks

9.5 Scheduling

Week 15: Final Examination.

□ The schedule above is only tentative and some parts of the secondary importance material may be omitted. However, all material listed will be covered if time permits.

Akita International University Provisional syllabus
COLLEGE ALGEBRA (3 credits)
Spring Semester

Instructor: Marcin SCHROEDER

Office hours: TBA

Office: C7

e-mail: mjs@aiu.ac.jp

Phone: 886-5984

DESCRIPTION: This is an introductory level course in college mathematics with an emphasis on algebraic concepts and methods. The material of the course includes all standard topics in algebra necessary for a subsequent mathematical education in courses such as calculus, linear algebra, or for continuing study in a wide variety of courses using mathematical formalisms or models. The topics include: sets as foundations for mathematical theories; development of the concept of numbers (from natural up to complex) and operations on them; equations and inequalities in one and many variables, their geometric interpretation and methods of solving; polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphic representation. Many concepts in this course may be or may seem familiar to students with a good high school background, but the approach, focused on good understanding of the conceptual framework and of the methods used in problem solving, will provide quite a new experience and knowledge. As a component of the Liberal Arts program, the course develops skills in thinking at a high level of abstraction and with an increased level of precision. For second language learners, the course is an opportunity to learn English terminology for mathematical sciences.

OBJECTIVES: This course has two sets of objectives that are related to its two complementary functions in the curriculum. It provides students with mathematical knowledge and skills necessary for a subsequent mathematical education in courses such as calculus, or for study in courses that use mathematical formalisms or models. Thus, students who will elect the Global Business Program have to complete College Algebra as a required course preparing for business related courses that directly apply concepts or methods of algebra, or which use the intellectual discipline of mathematics necessary to construct and to properly and efficiently utilize formal models, as well as to solve problems conceptualized in terms of mathematics.

The second function of this course is relevant for all students, no matter what is or will be their choice of Advanced Education. College Algebra is a course in which students can develop skills and competencies which belong to the Liberal Arts education. The most obvious skill is the ability to understand and to perform an analysis of quantitative data and to build quantitative models of the subject of inquiry. In a more general perspective, students learn how to think at a high level of abstraction within and outside of the quantitative approach. They are acquainted with methods of

transition between several different modes of reasoning, for instance between the geometric - visual approach and the algebraic - verbal. The most basic, but not simple, goal of this course is to develop in students an awareness of the need to recognize the scope of applicability for methods that they have already learned in high school, but which they apply uncritically, often in an erroneous context. Upon successful completion of the course, students should be able to solve a wide range of problems that require reasoning based on abstract methods, typically in unfamiliar contexts or in situations that require a novel, nonstandard approach. Students should be able to not only apply the methods studied in the course, but also to justify the choice of an appropriate method for solving a particular type of the problem and to demonstrate knowledge of the concepts that they use.

STUDY MATERIALS:

<**Textbook**> Earl W. Swokowski, Jeffery A. Cole, Algebra and Trigonometry with Analytic Geometry, 11th ed., Thomson-Brooks/Cole, 2006. ISBN 0-534-40469-3

<**Reference books, sources of readings and other information**> Virtually all currently available introductory textbooks in this subject are perpetuating errors of unjustified oversimplification or misinterpretation of mathematical concepts and methods. Following the famous dictum of Einstein “Things should be made as simple as possible, but not simpler” several topics in this course will be presented in a way slightly different from that in the textbook. These modifications will require that some portions of the material in the textbook are replaced by handouts prepared by the instructor. Students interested in expanding their perspectives on the subject of the course, or on mathematics in general, should ask the instructor for advice on additional, optional readings.

Although calculator will not be necessary in this course, it may be useful in completing assignments. Students may use calculators or dictionaries in class or during tests.

ASSESSMENT: Student achievement of the course objectives is being measured in terms of student performance in completing homework assignments (25%,) solving problems on the Midterm Test (25%,) and on Final Examination (50%).

Each day of classes students will get homework assignment consisting of a selection of problems related to the material covered in class. **The solutions of ALL assigned problems should be turned in before or during next class meeting.** Each time only one out of all assigned problems will be graded, but it does not limit students’ responsibility to attempt solving all problems. The total value of credit for homework assignments has maximum of 100 points out of 400 (25%). Midterm exam has the value of 100 points out of 400 (25%), final exam of 200 points out of 400 (50%).

Although the focus of the course is on the understanding of the concepts and methods, students are not tested on their verbal knowledge of definitions or theorems. Neither

lecture, nor tests are involving proofs of theorems which have to be memorized or which require extensive practice of proving methods. However, there are frequent examples in the lecture and in the homework assignments which introduce students into mathematical thinking equivalent to proving very simple theorems. To avoid arising anxiety, they start not from the words “Prove that...,” but from “Show that...,” however, each solution of such a problem consists of a mathematical proof or demonstration of some mathematical statement. The principle is that whatever reasoning is demonstrated in the class (and expected from students on the tests,) it should be doable by the students themselves with appropriate guidance from the instructor. For that reason, proofs requiring proficiency in mathematical reasoning exceeding that expected from all students are omitted.

In the grading of tests, majority of credit is for correctness of the method and for demonstrated understanding of the material. Calculation errors are mostly ignored.

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing for the course. Good high school background will make studying in this course easier, but even students who went through high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. Actually, the course is recommended at the introductory stage of Basic Education when students are working on the development of language competence necessary for the more language demanding courses in Humanities or Social Sciences. Students who are planning to take both MAT115 College Algebra and in MAT210 Statistics are advised to complete former course before enrolling in the latter.

POLICIES: Acts of cheating or other forms academic dishonesty will be dealt with harshly.

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. Homework assignments are due on the next day of class meetings

The policies on mandatory attendance and on timely submission of homework will be enforced more strictly than in the past. There is no time to make up lost classes or delayed work on the assignments. Late homework WILL NOT BE ACCEPTED, unless student has a documented reason for the delay. Students with unexcused absences will be dismissed from the class with the failing grade.

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

The classes have increasingly abstract level of the concepts and methods. At the beginning, there is frequent reference to practical models or interpretations. With time, there is increasing emphasis on the understanding of the structural elements of the mathematical objects in separation from their concrete representation in everyday experience. Thus, while at the beginning of the course students are frequently shown direct applications of mathematics to solving problems belonging to everyday experience, with time focus is shifting to the relationship between mathematics and other fields of intellectual inquiry.

SCHEDULE: Homework assignments are due on the next day of classes! The only exception will be made when the cause of the delay is an officially approved absence, or when student receives prior approval from the instructor. The dates of classes are tentative. Slight changes are possible. If the date of a class is changed, so is the deadline for homework assignment.

Please notice that each day of classes the homework assignment consists of two parts which include problems from the two sections covered on given day.

Homework assignments should be written and submitted on separate pages (not in a notebook!) Each page should have student's name and the number of the section from the textbook.

(The numbers of pages and numbers of problems are referring to the textbook)

- 1) Handout H.1 Basic concepts of set theory. Concept of a natural number
Assignment: Read carefully the syllabus

- 2) Handout H.2: Set operations, Venn diagrams. Counting techniques
Assignment: Problem #2 in the handout
1.1 Real Numbers
Assignment: p.13: #7,17,21,23,27,53.

- 3) 1.2 Exponents and Radicals
Assignment: p.25: #21,29,49,67,83
1.3 Algebraic Expressions

Assignment: p.39: #17,35,59,101,103.

4) 1.4 Fractional Expressions

Assignment: p.47: #23,31,43,51,59; p.51#4

2.1 Equations

Assignment: p.60: #17,31,35,47,51,57

5) 2.2 Applied Problems

Assignment: p.70: #9,11,13,15,19.

2.3 Quadratic Equations

Assignment: p.84: #11,15,25,29,33,43

6) 2.4 Complex Numbers

Assignment: p.93: #17,23,27,37,53

2.5 Other Types of Equations

Assignment: p.100: #5,9,11,25,27,31,49.

7) 2.6 Inequalities

Assignment: p.109: #31,37,41,55,59,69.

2.7 More on Inequalities

Assignment: p.117: #19,25,27,29,33,37.

8) 3.1 Rectangular Coordinate Systems

Assignment: p.128: 7,13,15,17.

3.2 Graphs of Equations

Assignment: p.138: #21(*for* 1,5,7,15,17),25,37,47,63.

9) 3.3 Lines

Assignment: p.151: #9,15,19,27,31,47.

3.4 Definition of Function

Assignment: p.167: #15,21,23,29,39,49,55.

10) 3.5 Graphs of Functions

Assignment: p.181: #7,15,41(a,e,i,k),43,51,55.

3.6 Quadratic Functions

Assignment: p.192: #9,17,25,27,33.

11) 3.7 Operations on Functions

Assignment: p.203: #7,9,21,33,41,59

REVIEW

END OF MATERIAL FOR THE MIDTERM. (The following week is for preparation)

12) 4.1 Polynomial Functions of Degree Greater Than Two

Assignment: p.219: #7,17,27,35.

4.2 Properties of Division

- Assignment: p.227: #9,13,19,23,29,35,39,41.
- 13) 4.3 Zeros of Polynomials
Assignment: p.238: #5,13,17,33,37.
4.4 Complex and Rational Zeros of Polynomials.
Assignment: p.247: #7,13,17,19,21,23,29.
- 14) 4.5 Rational Functions.
Assignment: p.262: #11,15,19,25,33,41.
REVIEW
- 15) MIDTERM (HANDOUTS, CHAPTERS 1- 3) 100 POINTS
- 16) 5.1 Inverse Functions
Assignment: p.285: #11,17,29,37,51.
5.2 Exponential Functions
Assignment: p.296: #15,19,25
- 17) 5.3 The Natural Exponential Function
Assignment: p.306: #3,11,13,21,35.
5.4 Logarithmic Functions
Assignment: p.318: #3,15,37,39.
- 18) 5.5 Properties of Logarithms
Assignment: p.328: #11,21,23,25
5.6 Exponential and Logarithmic Equations
Assignment: p.339: #11,17,19,21,23,31,47.
- 19) 6.2 Trigonometric Functions of Angles
Assignment: p.372: #5,9,11,35,39,43,57.
6.3 Trigonometric Functions of Real Numbers
Assignment: p.390: #3,13,19,21,57.
- 20) 6.4 Values of the Trigonometric Functions
Assignment: p.399: #3,11,13,15,17.
6.5 Trigonometric Graphs
Assignment: p.410: #3(e,f),5,9,29,43.
- 21) 7.3 The Addition and Subtraction Formulas
Assignment: p.464: #5,11,13,21.
7.4 Multiple Angle Formulas
Assignment: p.473: #5,9,11,17,33.
- 22) 8.5 Trigonometric Form of Complex Numbers

Assignment: p.551: #3,7,13,19,25,47,49,57.

8.6 De Moivre's Theorem and nth Roots of Complex Numbers

Assignment: p.556: #5,9,13,15,19,27

23) Review of the material about equations

9.1 Systems of Equations

Assignment: p.570: #3,7,11,19,25.

24) 9.2 Systems of Linear Equations in Two Variables

Assignment: p.579: #3,9,11,19.

9.3 Systems of Inequalities

Assignment: p.587: #5,13,15,29

25) 9.4 Linear Programming

Assignment: p.596: #1,3,5,7,9

9.5 Systems of Linear Equations in More Than Two Variables

Assignment: p.611: #1,5,13,17,19

26) REVIEW

27) REVIEW

28) REVIEW

29-30) COMPREHENSIVE FINAL EXAMINATION (ALL MATERIAL OF THE COURSE:

Handouts, Chpts. 1-5, selected sections of Chpts. 6, 7, 8, & 9).