

Akita International University
MAT200 STATISTICS (3 credits)

Provisional syllabus

Instructor: Marcin SCHROEDER

Office hours: TBA

e-mail: mjs@aiu.ac.jp

Semesters: Spring, Fall

Office: C7

Phone: 886-5984

Classroom: A303

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

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

The second function of this course is relevant for all students, no matter what is or will be their choice of Advanced Education at AIU or professional career. Statistics is a course in which students can develop skills and competencies that belong to the Liberal Arts education, such as the ability to make decisions based on limited available information. In particular, upon successful completion of the course, students should be able to design and carry on a basic quantitative or qualitative research in an arbitrary discipline that requires statistical methods of collecting data and their analysis.

STUDY MATERIALS:

<**Textbook**> Chris Spatz, BASIC STATISTICS: Tales of Distributions, 9th ed. Wadsworth Thomson Learning, Belmont, CA. ISBN 0-495-38393-7. The textbook can be purchased at the Bookstore.

<**Reference books, sources of readings and other information**> In order to adjust the material of

the textbook to the objectives of the course it will be necessary to use some additional materials distributed in the class in the form of handouts.

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

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

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

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

In the evaluation of homework assignments and tests the emphasis is on correct application of the methods studied in the course.

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing for the course. Good high school background in mathematics will make studying in this course easier, but even students who went through high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. However, much more extensive readings in the textbooks and handouts require higher level of language proficiency than in College Algebra.

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

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

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

COURSE FORMAT AND ACTIVITIES: Generally, class sessions have format of lectures with frequent interactions between the instructor and students in form of questions and answers. Students are working outside of the class on assigned problems. Each class session begins from the time for students' questions regarding difficulties in the homework or in the material from last session. In the second half of the course, students get assignments of problems to be solved using statistical software and computers (own or those in the computer lab).

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

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

- | | | |
|-----|-----------------|---|
| 1) | 1. | Introduction pp. 1-19
Assignment: p. 9 #1.2; p. 19#1.6;1.7. |
| 2) | 2 | Frequency Distributions and Graphs pp. 24-37
Assignment: p.29#2.1;2.3; p.33#2.6; |
| 3) | 3 | Central Tendency and Variability pp. 40-66
Assignment: p.46#3.1;3.2;3.4; p.52#3.8; |
| 4) | 3 | Central Tendency and Variability pp. 40-66 (CONT.)
Assignment: p.55#3.13; p.59#3.15; p.67#3.25 |
| 5) | 4 | Other Descriptive Statistics pp. 69-81
Assignment: p.72#4.1;4.4;4.6; p.77#4.7; |
| 6) | 5 | Correlation and Regression pp. 84-114 (plus Handout)
Assignment:p.92#5.3;5.4;p.96#5.5;5.6;p102#5.8;5.9;5.11;5.13;
p.114#5.18;5.19; |
| 7) | 5 | Correlation and Regression pp. 84-114 (plus Handout) (CONT.)
Assignment: p.114#5.18;5.19; |
| 8) | Handout: | Introduction to the Concept of Probability
Assignment: in handout |
| 9) | | The Concept of Probability (cont.)
Assignment: in handout |
| 10) | 6 | Theoretical Distributions Including Normal Distribution pp. 119-139
Assignment: p.128#6.7;6.8; p.130#6.10; p.132#6.11;6.13;6.14;
p.135#6.16;6.17; p.138#6.23; |
| 11) | 10/9 | 7 Samples, Sampling Distributions, and Confidence Intervals. pp. 141-163
Assignment: p.147#7.6;p.150#7.8;7.10;p.154#7.12;17.14;7.17; p.158#7.19;7.20; |

p.160#22; p.163#23.

END OF THE MATERIAL FOR MIDTERM TEST

- 12) Introduction to Hypothesis testing
- 13) **8** Hypothesis Testing and Effect Size: One-Sample Designs pp. 167-189
Assignment: p.172#8.3; p.176#8.8; 8.9; 8.10; 8.11;
p.183#8.13; 8.14; 8.15; 8.16; 8.17; 8.18; 8.20; p.187#8.26;
- 14) MIDTERM TEST (MATERIAL FOR THE TEST ENDING IN CHAPTER 7)
- 15) Introduction to Statistical Software
- 16) **9** Hypothesis Testing, Effect Size, and Confidence Intervals:
Two-Sample Designs pp. 191-218; Assignment: p.195#9.3; p.200#9.7;
p.204#9.10;
- 17) **9** Hypothesis Testing, Effect Size, and Confidence Intervals:
Two-Sample Designs pp. 191-218 (CONT.);
Assignment: p.209#9.14; 9.15; p.214#9.18; 9.22; p.219#9.29.
- 18) Review of t-Test
- 19) Introduction to ANOVA
- 20) **(Handout)** Analysis of Variance: One-Way HANDOUT pp.346-370
Assignment: p.371:# 22.10, 22.11, 22.12
- 21) **(Handout)** Analysis of Variance: Two-Way HANDOUT pp. 376-394
Assignment: p. 394:#23.2, 23.6, 23.11
- 22) Review of Analysis of Variance
- 23) Parametric and Non-parametric Methods
- 24) **(Handout)** Chi-square Test: One-way HANDOUT pp.400-407
Assignment: p.406#24.2, p.418#24.7, 24.8,
- 25) **(Handout)** cont. Chi-square Test – Two-ways HANDOUT pp.407-419
Assignment: p. 419:#24.11, 24.12, 24.14.
- 26) Choosing Tests and Writing Interpretations pp. 344-350
- 27) More About Statistical Software - Presentations
- 28) More About Statistical Software – Presentations
- 29) **FINAL EXAMINATION**

MAT250-1 Calculus (3 credits)

Spring Semester 2009

Instructor: Marcin SCHROEDER

Office hours: TBA

e-mail: mjs@aiu.ac.jp

Classroom: TBA

Office: C7

Phone: 886-5984

Meeting times: TBA

DESCRIPTION: The course is introducing students into fundamental methods in the differential and integral calculus of real-valued functions of single real variable. This limited framework allows for some necessary mathematical rigor in exposition, without decreasing accessibility of the course to students who have never studied calculus. The emphasis is on understanding basic concepts of the limit of a function, continuity and the operations of differentiation and integration. At the same time, students are introduced into methods of mathematical thinking. For the majority of students, it is the first opportunity to learn the rules of a mathematical proof and of developing of a mathematical theory through successive stages of proving new theorems based on those already proven. However, this aspect of the course is balanced by frequent illustrations of the application of theoretical results to solving problems of practical significance. The knowledge and intellectual skills acquired in this course give students a solid foundation for further study of the analysis of a wider class of functions, either in their continuing education or through individual work based on literature. At the same time, they acquire a useful tool applicable to solving limited, but still a quite extensive range, of problems in their education and professional activities.

OBJECTIVES: In this course students are acquainted with the conceptual framework of calculus at the fundamental level of the analysis of real-valued functions of a single real variable and with all basic methods used in the analysis. The design of the course includes introduction to theorem proving and exposition of the logical relationship of successively introduced concepts and theorems. The philosophy of such design is based on the assumption that the development of mathematical intuition in this domain, which because of its fundamental dependence on the concepts of infinity and infinitesimals, is totally inaccessible to our common sense, must be based on prior understanding of the basic formal elements of the theory. Only after acquiring the basic conceptual framework, in particular, after learning the definition of the limit of a function, students may try to build their own intuitive meaning of the concepts involved, and in the next steps they may avoid going into deep, strictly formal studies of the analysis of very general classes of functions, to acquire working knowledge of the methods used in applications. Also, students will have the ability to select proper mathematical tools in problem solving. In particular, they will be aware of the limitations imposed

by the conditions resulting from the assumptions made in theorems. This last ability is crucial, as its lack is the most typical deficiency of the courses, which sacrifice understanding of the fundamentals for the purpose of the expansion of the range of practical applications of mathematical methods. In addition to acquiring the knowledge of formal rudiments and developing some intuitive understanding of the concepts and methods of calculus developed within the limits of study of real valued functions of a single variable, students develop the basic level of proficiency in carrying on processes of differentiation and integration and in applying these processes to the study of functions in multiple applications. The range of these applications is equivalent to that of a standard introductory course in Calculus. Thus, students should be able to find limits of functions, including limits in infinity, local and absolute extrema of functions, intervals of their monotonicity, areas of regions defined by functions, etc.

STUDY MATERIALS:

<Textbook>

Saturnino Salas, Einar Hille, and Garrett Etgen. Calculus: One Variable, 10th ed. John Willey & Sons, 2007. ISBN-13: 978-0470-07333-0, ISBN-10: 0-470-07333-0

<Reference books, sources of readings and other information>

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 may be 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.

ASSESSMENT: Student achievement of the course objectives is being measured in terms of student performance in completing short homework assignments (25%,) in writing the Midterm Test (25%,) and in writing the Final Examination (50%). Frequently, students will get homework assignments consisting of a short 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. In the grading of tests, the majority of credit is for the correctness of the method and for demonstrated understanding of the material. Calculation errors are mostly ignored.

ACADEMIC PREPARATION: Successful completion of this course requires good preparation. Only students who completed MAT 150: College Algebra with at least a “C” grade should consider taking this course. However, there is no expectation of the knowledge of material going beyond College Algebra course. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education (TOEFL 500). It has to be stressed that even more important for the success in this course, than prior preparation, is the ability to maintain a high level of concentration through each class session and to work regularly on homework assignments. In this course, more than in other mathematics courses at AIU, every absence or disruption of your work puts your progress in jeopardy. If you do not understand the material from previous classes, it is nearly certain that you won’t be able to understand the new material. This makes your study discipline a necessary condition for the successful completion of the course.

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 AIU policies on mandatory attendance and on timely submission of homework will be strictly enforced. 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 several 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.

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

(Below, numbers and titles of sections and the numbers of pages are referring to the part of the textbook material related to the subject of class session.)

- 1) Short review of the preliminary concepts from algebra, set theory, etc.
- 2) 2.1 The limit process p.53
2.2 Definition of limit p.64
- 3) 2.3 Some limit theorems p.73
- 4) 2.4 Continuity p.83
- 5) 2.5 The Pinching Theorem: Trigonometric limits p.91
- 6) 2.6 Two basic theorems p.97
- 7) 3.1 The derivative p. 105
- 8) 3.2 Some differentiation formulas p.115
- 9) 3.3 Derivatives of higher order p. 124
3.4 The derivative as a rate of change p.131
- 10) 3.5 The Chain Rule p. 133
3.6 Differentiating the trigonometric functions p.142
- 11) 3.7 Implicit differentiation: Rational powers p. 147
- 12) 4.1 The Mean-Value Theorem p.154
- 13) 4.2 Increasing and decreasing functions p. 160
4.3 Local extreme values p. 167
- 14) 4.4 Endpoint extreme values: Absolute extreme values p.174
END OF MATERIAL FOR THE MIDTERM EXAM
- 15) 4.6 Concavity and points of inflection p. 191
- 16) 4.8 Some curve sketching p. 201
- 17) MIDTERM EXAMINATION
- 18) 5.1 An area problem and a speed problem p. 234
5.2 The definite integral of a continuous function p.237
- 19) 5.3 Antiderivatives
- 20) 5.4 The Fundamental Theorem of Integral Calculus p.254
- 21) 5.5 Some area problems p.260
- 22) 5.6 Indefinite integrals p.268
- 23) 5.7 Working back from the Chain Rule p.274
- 24) 5.8 Additional properties of the definite integral p. 281
- 25) 5.9 The Mean-Value Theorems for Integrals p. 285
- 26) 7.2 The logarithm function I p.343
7.3 The logarithm function II p.347
- 27) 7.4 The exponential function p. 357
- 28) 7.7 The inverse trigonometric functions p.379
- 29) 8.2 Integration by parts p.403

30) FINAL EXAMINATION

ENV240: Climate Change and Society

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 class is designed for students to study issues associated with climate change. Students need to understand a basic premise that the issues are inherently multifaceted. That is to say, we argue endlessly over what causes it, what its impact would be, what if anything can or should be done to deal with climate change. In addition, how people perceive the issues depend on where we live, to which organization we belong, and who we are. We may not be able to come up with any veritable panacea on which everyone can agree. Instead, we will explore different view points on the issues. We can, then, integrate various our thoughts and wisdoms to tackle the issues. In this class, students will learn factors influence global climate change, mechanisms of global warming, dynamic interaction between ocean/ice bound seas and global warming, renewable energy in the ocean, energy policy, measures to reallocate carbon dioxide, politics of climate change and social and economical implications of climate change.

The remaining part is in preparation.

INF240 Information and Society (3 credits)

Provisional syllabus

Instructor: Hiromi MAENAKA, PhD

Spring semester

Office: A-28 email: maenakah@aiu.ac.jp

Course Description:

Over the last few decades the advent of recent information and communication technologies (ICTs) such as Internet and mobile phones has made information more important than ever in our social, political, economic, and cultural interactions. We now live in a global information society. In this course we will examine major theories, components, characteristics, and influence of the information society. We will look at the past and present media and ICTs and examine how they have changed and are changing the ways we behave. We will discuss positive and negative impacts of the ICTs including such topics as virtual identity, information literacy, electronic education, information security and surveillance, protection of privacy, Web 2.0 community, and digital divide. Through these discussions students will gain insight about the information society and develop some prospect for its future.

The remaining part is in preparation.

IST130-1: Introduction to Global Studies

Provisional syllabus

Fall Term: TW 14:00-15:15

Instructor: C. Kenneth Quinones, Wo-Lap Lam

Tetsuya Toyoda, Naoya Yamazaki

Office: C-9 (Quinones)

C-16 (Toyoda), C-13 (Yamazaki)

Office Hour: To be announced by each faculty

Office Telephone: 5941 (Quinones)

5985 (Toyoda), 5882 (Yamazaki)

E-mail: ckquinones@aiu.ac.jp (Quinones)

toyoda@aiu.ac.jp (Toyoda)

yama708@aiu.ac.jp (Yamazaki)

Course Objectives

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

Course Description

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

Classroom Activities

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

Prerequisite

None

Evaluation

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

Course Materials

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

Other materials will be distributed by each faculty.

Course Schedule

Q: Quinones, T: Toyoda, Y: Yamazaki

Globalism-Definition

The Yalta Agreement

Overview: "The Clash of Civilizations"

China TODAY (China, Taiwan and Hong Kong)

"East Asian Community"

"The Clash of Civilizations?": Overview, Sec. 1-2 (Y)

"The Clash of Civilizations?": Sec. 3-5 (Y)

"The Clash of Civilizations?": Sec. 6-9 (Y)

Reactions to "The Clash of Civilizations?" (1) (Y)

Reactions to "The Clash of Civilizations?" (2) (Y)

Reply to criticism by Huntington (Y)

Quiz (Y)

"Why Globalize Yourself?" (Q)

Nationalism verse Internationalism (Q)

Modernization or Westernization? (Q)

Confucianism and Capitalism (Q)

Communism and Socialism (Q)

East verse West (Q)

Quiz (Q)

Chimni's "International Institutions Today": 1. Introduction (T)

2A&B. International Economic and Social Institutions (T)

2C&D. International Political and Sub-national Institutions (T)

3. Process and Implications of the Nascent Global State (T)

4. Meeting Criticisms (T)

5. Democratizing the Global State (T)
Reflections on the Chimni's article (T)
Q & A
Discussion
500-word essay

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

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

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

Note:

--

INT-230 International Cooperation and Development I

Provisional syllabus

Instructor: Kouichi MORIZONO

Email: morizono@aiu.ac.jp

Office: B-4

Description:

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

Objectives:

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

Study Materials:

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

<Reference books, source of readings and other information>

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

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

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

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

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

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

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

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

* World Bank. World Development Report, annual

* UNDP, Human Development Report, annual

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

Assessment

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

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

Note: Above weights may change after announcement.

Expected Academic Background

Not in particular.

Policies

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

Format and Activities

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

Schedule

<Week 1>

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

* WB: World Development Indicators (handout)

* WB: Beyond Economic Growth (pg7-11)

<Week 2>

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

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

* Szirmai: Chap 1 (pg1-15)

* Websites of WB and OECD/DAC for Country Classification

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

<Week 3>

Themes: Development, Poverty and Hunger

* Szirmai: Chap 1 (pg15-28)

* Todaro, Chap 1 (pg15-23),

* Website of OECD/DAC. Poverty Guideline

<Week 4>

Themes: Poverty and Inequality

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

<Week 5>

Themes: Other Common Characteristics of Developing Countries and Key Indicators

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

<Week 6>

Themes: Millennium Development Goals

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

<Week 7>

Themes: Country Case Studies

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

<Week 8>

Themes: Development Models and Strategies: (1)

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

<Week 9>

Themes: Development Models and Strategies (2)

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

<Week 10>

Themes: Contemporary Development Strategies and Approaches

- * Wills: Chap 4 (pg93-115)
- * Todaro: Chap 5 (pg145-178)

<Week 11>

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

- * Todaro: Chap 7 (pg260-299)
- * Szirmai: Chap 5 (pg142-156)
- * TBD

<Week 12>

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

- * Website of WB: Unemployment and Informal Sector
- * Todaro: Chap 8 (pg308-347)
- * Todaro: Chap 9 (pg360-405)
- * Szirmai: Chap 7 (pg213-253)
- * TBD

<Week 13>

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

- * Todaro: Chap 11 (pg463-499)
- * Todaro: Chap 14 (pg 597-619), Chap 15 (pg634-657)
- * Website of OECD: Foreign Direct Investment

<Week 14>

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

- * Todaro: Chap 16 (pg679-719), Chap 17 (pg737-767)
- * World Bank: World Development Report 2007
- * TBD

Research Methods in the Social Sciences

Syllabus

Spring 2009

Instructor: Dr. Percival Santos

Time: TBA

Office: C8

Tel: 018-886-5806

Email: santos@aiu.ac.jp

Number of credits: 3

Course Description:

This course introduces students to the range of methods with which social scientists work as they attempt to systematically understand social phenomena. It provides firsthand experience with the specific procedures through which social science knowledge is developed. It emphasizes the interaction between theory and research and makes explicit links with relevant ideas in the history and philosophy of science that have substantially illuminated the theory and methodology of contemporary social science. Thus emphasis will be on general procedures and epistemological issues as well as on concrete techniques. Students will be expected to work in groups and carry out a small scale research project or work with data already available from survey, historical and census materials. Teaching will take the form of a mixed lecture, workshop and seminar format that is project driven rather than content driven. This means that students are expected to select a topic and a method early on in the course and work on it throughout the term. There is a predetermined corpus of issues and theories that will be taught on the course, however the sequence and order in which any particular issue will be covered in each week will depend on the immediate relevance these will have on the particular stage of the project that the groups happen to be working on.

Course Objectives:

Upon completion of this course students will be able to (1) conduct a small scale research project that is theoretically and methodologically informed (2) understand the general principles and methods involved in doing social research (3) appreciate the broad theories and issues that are used to justify existing methods and techniques of social research.

Assessment:

Student achievement of the stated course objectives will be measured in the form of (1) one class presentation (2) student participation (3) and a 10,000 word research project to be done by a group of 3 students.

Content:

Method: Defining the issue, reviewing the literature, choosing a research design, various data gathering techniques, data analysis, report writing

Methodology: inductivism, deductivism, confirmation and falsification of hypotheses, Lakatos' research programme, Kuhnian paradigms, interpretivism, holism and Feyerabend's 'against method'

Class Schedule

Week 1

The nature of empirical social research

Subtopics: empirical evidence, assumptions, qualitative and quantitative research

Week 2

Planning a research project

Subtopics: picking a study topic, conducting a literature review, choosing a research question, writing a research proposal,

Week 3

Research design

Subtopics: experimental design, cross-sectional design, longitudinal design, case study design, comparative design

Week 4-5

Quantitative research methods

Subtopics: measurement, operationism, reliability, validity, replicability, causality, sampling, testing

Week 6-7

Qualitative research methods

Subtopics: ethnography, participant observation, interviews, focus groups

Week 8-9

The role of theory and methodology

Subtopics: deductive and inductive theory, objectivism, constructionism, falsification confirmation and falsification of hypotheses, Lakatos' research programme, Kuhnian paradigms, interpretivism, holism and Feyerabend's 'against method'

Week 10-11

Analyzing the quantitative data

Subtopics: univariate analysis, bivariate analysis, multivariate analysis, statistical significance, correlation, causation

Week 12-13

Analyzing the qualitative data

Subtopics: grounded theory, analytic induction, thematic analysis, narrative analysis, secondary analysis of qualitative data

Week 14-15

Writing up social research

Subtopics: style and tone, cause and effect, background assumptions, literature review, definition of problem, hypotheses

Week 16

Class presentation

(Students talk about their projects, findings, conclusions, etc.)

Spring Term

Instructor: Naoya Yamazaki, Ph.D.

Office: C-13

Office Telephone: 5882

E-mail: yama708@aiu.ac.jp

URL: <http://www.yamazakinaoya.com/>

Course Objectives

The objectives of the course are:

1. to make students be more interested in Chinese language and its cultural background
2. to improve students' proficiency of the language totally

Course Description

This is an elementary-level Chinese language course for students who have completed CHINESE I. The purpose of the course is to improve students' communication skills in the four aspects: reading, writing, listening and speaking. Students will also learn the cultural background of the language.

Classroom Activities

1. Study of the textbook: vocabulary, grammar, reading, exercises, conversation practices etc.
2. Vocabulary quizzes (once per week)
3. Conversation practices with selected episodes from ChinesePod

Prerequisite

CHN110-1: CHINESE I

Evaluation

Attendance	25 %
Vocabulary Quiz	15 %
Test	60 %

Course Materials

相原茂, 徐甲申編『新編 実用漢語課本—日本人のための中国語の教科書』東方書店.

ChinesePod <http://chinesepod.com/>

Course Schedule

The class schedule is in preparation.

CHN 200-2 : CHINESE II

Provisional syllabus

INSTRUCTOR

LAN Keiko

CLASS HOURS

Friday 12:10~15:50

DESCRIPTION

This class is for students who have already learned Chinese I course. In this class, students will be expected not only to speak or read Chinese, but also to understand the back grounds of Chinese, for example, Chinese culture, Chinese manners, and so on. The end of this class, students will be able to speak Chinese with having a good knowledge of Chinese culture and people.

STUDY MATERIALS

相原茂, 徐甲申 著

『新編 実用漢語課本—日本人のための中国語の教科書』(東方書店)

Lesson 15 ~ Lesson 28

ASSESSMENT

Attendance , Tests , Homeworks

(About the details , please wait for the begining of class)

SCHEDULE

1st The introduction of this class and self-introduction

Lesson 15 (for checking the speaking Chinese ability of students)

At the beginning of this class, students will be able to get the information of the class schedule, so please be sure to attend the first lesson (September 5).

Instructor: Mitsuko Kim

DESCRIPTION

This is a basic conversation course. This course is designed for students who have no knowledge of Korean. The aim of this course is to develop students' basic communicative skills in various situations, such as personal, social and academic situations. Through this course students will be able to gain the confidence to start conversations with native speakers. As this course focuses on conversations in Korean, students will be expected to actively participate in class. Also students will be required to do homework assignments for each class. In order to improve students' listening and speaking skills, all classes will be conducted in Korean.

OBJECTIVES

By the end of the course students are expected to:

- 1 develop basic communication skills in Korean.
- 2 master basic grammar and vocabulary and build a solid foundation for further study.
- 3 improve pronunciation and listening and speaking skills.

STUDY MATERIALS

<Textbook> Seoul National University Language Research Institute, *KOREAN 1* 한국어 1 (Yellow Book) Seoul: Moonjinmedia 2005, ISBN 89-539-0553-2. Because of some importation difficulties, this book could not be placed at book store. This is available at: <http://item.rakuten.co.jp/hiroba/10002615/> 3020yen (including tax but excluding shipping cost). You can also buy it in the classroom on the first day at the same price.

The rest of syllabus will be updated soon

Korean Language II (2 credits 4hours)

Provisional Syllabus

Instructor: Hi-Gyung BYUN 변희경

Office hours: Tue & Wed 3pm-5pm Office: A17

Email: byun@aiu.ac.jp Phone: 018-886-5973

DESCRIPTION

This is an elementary-intermediate conversation course. This course is designed for students who have completed Korean Language I or Korean Language II or the equivalent level of proficiency. The aim of this course is to develop necessary communicative skills in practical everyday situations, such as personal, social and academic situations. Through this course students will be able to express their thoughts and feelings to some extent and will be able to gain self confidence in communicating with native speakers. As this course focuses on conversation in Korean, students will be expected to actively participate in the class activities. All classes will be conducted in Korean.

OBJECTIVES

By the end of the course students are expected to:

- 1 develop necessary communication skills in Korean.
- 2 build a solid foundation for further study.
- 3 improve pronunciation and speaking skills.
- 4 improve writing skills.

STUDY MATERIALS

<Textbook> Seoul National University Language Research Institute, *KOREAN 2* 한국어 2 (Green Book) Seoul: Moonjinmedia, 2003 (2nd edition), ISBN 89-539-0225-8. Because of some importation difficulties, this book could not be placed at book store. This is available at <http://item.rakuten.co.jp/hiroba/10002616/>. 3020yen (including tax but excluding shipping cost). You can also buy it in the classroom on the first day at the same price.

ASSESSMENT

1 Class participation	28% (1point×28classes=28points)
2 Homework assignment	26% (1point×26classes=26points)
3 Bi-weekly quiz	21% (3points×7times=21points)
4 Final exam	25% (25points)

ACADEMIC PREPARATION

Students should have finished Korean Language I or have an ability equivalent to it.

COURSE FORMAT AND ACTIVITIES

(1) The class will be structured along with the textbook. Students are assigned to do an exercise section of each lesson due to next class. At the end of each class the instructor will hand out a script which has some Korean sentences and/or words that have been learned that class. Students read the script 5times and record all their voice, and submit it to the instructor at the beginning of next class.

(2) There will be 7 bi-weekly quizzes during the course and a final examination at the end of the course. Bi-weekly quizzes will cover the lesson studied during those two weeks and the final examination will be comprehensive. There will be no interim examination.

POLICIES

• Class policy

(1) Learning a language should be a fun activity. Instructor will try to make class easy and enjoyable as possible. In turn, students are required to do their part-attending class, doing homework. Also, students' participation is very important to make class fun. Be active!

(2) The instructor will speak Korean all the time. Students are also required to speak Korean only during class.

(3) Be on time for class. Quizzes will be given during the first 10-15 minutes of class. So if you are late, you may miss your only opportunity to take the quiz.

• Assignment policy

(1) There will be two kinds of homework assignments, exercise and recording homework for every class, which will be due the next class (no assignment for the first week) and writing homework about twice a month.

(2) Insufficient exercise homework will be considered as a half point.

(3) Late recording homework will be accepted up to the next classes after they are due. However be aware that 50% of the assignment grade will be deducted if handed in more than two class periods after the due date.

• Assessment policy

(1) Attendance is an essential part in this course. If a student is absent 5times and more without any prior notice, his/her grade will be drop one full letter grade (A→B). Late arrival by 10 minutes or more after 12:10pm shall be considered tardy. Three instances

of tardy will be counted as one instance of absence.

(2) At the discretion of the instructor, make up quizzes and exam will be given in cases of documented illnesses and/or emergencies.

(3) There will be no curve applied in the final grade evaluation. You are going to be evaluated by the scale of achievement points regardless of where you are ranked in the class.

SCHEDULE

The weekly schedule can be changed depending on students' understanding

<Week 1>

Review, self-introduction 자기소개

Lesson1 I am happy to meet you. 여러분을 알게 되어 기쁩니다.

<Week 2>

Lesson2 I couldn't come because of a cold. 감기 때문에 결석했어요.

Lesson3 How long will it take if I send them by ship? 배로 보내면 얼마나 걸립니까?

<Week 3> Quiz1

Lesson4 Do you know how to read Korean? 한글을 읽을 줄 알아요?

Lesson5 Please don't hang up and wait. 끝지 말고 기다리세요.

<Week 4>

Lesson6 That book seems too difficult. 그 책은 너무 어려운 것 같아요.

<Week 5> Quiz2

Lesson7 It is the biggest market in Seoul. 서울에서 제일 큰 시장이에요.

Lesson8 Do you know where the classroom is? 교실이 어디인지 아세요?

<Week 6>

Lesson9 I came to register for the Korean language class. 한국어 반에 등록을 하려고 왔어요.

Lesson10 We should eat Tteokguk on New Year's Day morning. 설날 아침에는 떡국을 먹어야 돼요.

<Week 7> Quiz3

Lesson11 I still can't make a long conversation. 아직도 이야기를 길게 못 해요

<Week 8>

Lesson12 What should I do to go to the Jeil bookstore? 제일서점에 가려면 어떻게 해야 돼요?

Lesson13 Wasn't it difficult to find my place? 집 찾기가 어려웠지요?

<Week 9> Quiz4

Lesson14 It has already been five months since I came to Korea. 한국에 온 지 벌써

다섯 달이 되었습니다.

Lesson15 I will cut the price so please come again next time. 깎아 드릴 테니까 다음에 또 오세요.

<Week 10>

Lesson16 Go straight along this street and use the underpass. 똑바로 가다가 지하도를 건너가세요.

Lesson17 Please take our order. 여기 주문 좀 받으세요.

<Week 11> Quiz5

Lesson18 Please explain more in detail about the exam. 시험에 대해 자세히 설명해 주세요.

Lesson19 What do you do in your free time? 시간이 나면 뭘 해요?

<Week 12>

Lesson20 I would like to book a flight to London. 런던 가는 비행기표를 예약하고 싶은데요.

Lesson21 Please pay the bus fare for me. 대신 버스 요금을 좀 내 주세요.

<Week 13> Quiz6

Lesson22 It will be difficult to catch a taxi, what should we do? 택시 잡기가 힘들 텐데 어떻게 하지요?

Lesson23 She looks very much like your mother. 여동생이 어머니를 많이 닮았네요.

<Week 14>

Lesson24 I am going to take a nap after I finish all of the cleaning. 청소를 다 하고 나서 낮잠이나 자려고 해요.

Lesson25 This road is much less crowded. 이쪽 길이 훨씬 덜 복잡해요.

<Week 15> Quiz7

Lesson26 Have you ever seen a Ssireum match? 씨름 경기를 본 적이 있어요?

Lesson27 Please show me the clothes hanging over there. 저기 걸려 있는 옷을 보여주세요.

Final exam

MON100 Mongolian I

Provisional Syllabus

DESCRIPTION:

This is an introductory course in modern Mongolian grammar. The structure of Mongolian grammar is similar to Japanese, Korean, or Manchurian in syntax and morphology. This course will provide students with a basic knowledge of colloquial Mongolian so that they can read and speak easy Mongolian sentences. Students are required to recite Mongolian sentences which were taught at a previous class.

STUDY MATERIALS:

A. Munkhtsetseg and Kh. Delgermaa, "Golden Key to Mongolian".
Mon-Education Press, Ulaanbaatar, 2005.

EVALUATION:

an exam given on the last class 40%

Class participation 20%

Recitation of Mongolian 40%

SCHEDULE:

Schedule may be changed flexibly according to students' understanding.

(Week 1) Mongolian (Cyrillic) Alphabet.

(Week 2) Interrogative particles. pp.12-18.

(Week 3) Genitive case. An interrogative "yamar" pp.19-25.

(Week 4) Verb 1. Numbers. pp.26-32.

(Week 5) Present tense. pp.33-36.

(Week 6) Dative-Locative case. Plural. pp.37-46.

(Week 7) Future tense. Accusative case. pp.47-52.

(Week 8) Possessive case. Past tense. pp.53-59.

(Week 9) Directional case. Continuative forms of a verb. pp.60-67.

(Week 10) Subordinate clauses. Ordinal numbers. pp.68-73.

(Week 11) Polite imperative. Comitative case. pp.74-82.

(Week 12) Subjunctive. Ablative case. pp.83-90.

(Week 13) Wish of a 1-st person. Instrumental case. Causative case.
pp.94-105.

(Week 14) Reserve class. / exam.

MON200 Mongolian II

Provisional syllabus

Instructor: Hidero KANAOKA

DESCRIPTION:

This is an intermediate course in Mongolian language for students who have completed Mongolian I. This course will provide students more complicated locutions and advanced knowledge of Mongolian grammar. In order to accomplish this target students are required to read various kinds of Mongolian documents and stories.

STUDY MATERIALS:

- 1) Suitable Mongolian materials will be prepared by the lecturer.
- 2) 金岡秀郎著『リアル・モンゴル語』明石書店.

EVALUATION:

An exam given on the last class 40%

Class participation 30%

A translation 30%

SCHEDULE:

Materials of following subjects will be read.

Week 1-3 : A description of nomadic life.

Week 4-6 : Mongolian traditional culture.

Week 7-9 : Folk tale 1.

Week 10-12 : Folk tale 2.

Week 13-15 : Mongolian mythology.

RUS100/110 Russian I

Pyotr Tumarkin

Course description

This is an elementary Russian course for beginners, mostly college and university students, giving working knowledge of the fundamentals of Russian.

The course consists of the following parts.

1. Introductory course (**Russian 1**), printings
2. Main course (Russian 2, 3) based mostly on beginners' courses in Russian for English-speaking learners.

Course objectives

During the course students will acquire the following language and communication skills:

- communicating on the essential aspects of everyday life (meeting people, talking about oneself, shopping and getting around the city, travelling, etc.)
- read and retell simple texts, prepare oral or written reports on given topics;
- read with a dictionary and translate more difficult texts
- learn about 700 Russian words
- get some knowledge on essential aspects of communicating with the Russians (manners and etiquette, mentality etc.)

The course also gives commentary on Russia, its history and culture, Russian traditions, way of life etc.

Course schedule (this is tentative and subject to change)

Introduction course: **Russian 1.** Week 1 – 15. Phonetics, writing, basic grammar constructions and conversational speech clichés, etc.

Main course: Russian 2, 3. Continued from Russian 1.

Further studying of grammar and vocabulary, acquiring basic skills in speaking, listening, reading and writing.

Russian 2. Week 15 – 30.

Russian 3 Week 30 – 45.

Attendance Policy

Attendance is important in this course, since most of the learning will take place in

teacher-students intercourse, pattern drill and working in pairs or small groups.

Evaluation

Attendance: 30%

Small tests, oral or written: 40%

Semester-end test: 30%

Texts and other materials

① Main texts

1. Teacher's printings
2. Yu. Ovsienko. Russian for Beginners. Moscow, 2004 (copies).

② Additional materials

1. N. Karavanova. A Course in Conversational Russian. Moscow, 2002 (copies).
2. P.トマルキン。ロシア人とのコミュニケーションの基本。ロシア語学習者のための参考書。筑波大学外国語センター、2006.
3. マルガリータ富田。ロシア人・生まれてから死ぬまで。ユーラシア・ブックレット№44。東洋書店、2004.

RUS200 Russian II

Pyotr Tumarkin

Course description

This is an elementary Russian course for beginners, mostly college and university students, giving working knowledge of the fundamentals of Russian.

The course consists of the following parts.

1. Introductory course (Russian 1), printings
2. Main course (**Russian 2, 3**) based mostly on beginners' courses in Russian for English-speaking learners.

Course objectives

During the course students will acquire the following language and communication skills:

- communicating on the essential aspects of everyday life (meeting people, talking about oneself, shopping and getting around the city, travelling, etc.)
- read and retell simple texts, prepare oral or written reports on given topics;
- read with a dictionary and translate more difficult texts
- learn about 700 Russian words
- get some knowledge on essential aspects of communicating with the Russians (manners and etiquette, mentality etc.)

The course also gives commentary on Russia, its history and culture, Russian traditions, way of life etc.

Course schedule (this is tentative and subject to change)

Introduction course: Russian 1. Week 1 – 15. Phonetics, writing, basic grammar constructions and conversational speech clichés, etc.

Main course: **Russian 2, 3**. Continued from Russian 1.

Further studying of grammar and vocabulary, acquiring basic skills in speaking, listening, reading and writing.

Russian 2. Week 15 – 30.

Russian 3 Week 30 – 45.

Attendance Policy

Attendance is important in this course, since most of the learning will take place in

teacher-students intercourse, pattern drill and working in pairs or small groups.

Evaluation

Attendance: 30%

Small tests, oral or written: 40%

Semester-end test: 30%

Texts and other materials

① Main texts

1. Teacher's printings
2. Yu. Ovsienko. Russian for Beginners. Moscow, 2004 (copies).

② Additional materials

1. N. Karavanova. A Course in Conversational Russian. Moscow, 2002 (copies).
2. P.トマルキン。ロシア人とのコミュニケーションの基本。ロシア語学習者のための参考書。筑波大学外国語センター、2006.
3. マルガリータ富田。ロシア人・生まれてから死ぬまで。ユーラシア・ブックレット№44。東洋書店、2004.

Instructor: Shunsuke Nakata

DESCRIPTION

This is an introductory course for students who expect to acquire elementary skills in French. The course aims to provide students with basic communicative competence which enables them to understand and use simple expressions related to everyday situations such as shopping, introducing yourself, expressing likes and dislikes (approximately “A1” level of Common European Framework of Reference). The course also assists students in getting good pronunciation so that they can make themselves better understood to French-speaking people. In this aspect, besides the dialogs, we also try singing songs and recitation of short literary texts.

MATERIALS

『一冊目のフランス語』川口裕司著、東洋書店 (now printing)

ASSESSMENT

1. Class participation: 30%
2. Small tests, oral and written: 30%
3. Final exam: 40%

SCHEDULE

Week 1	Introduction : pronunciation and spelling, greetings
Week 2	Lesson 1 : Looking at the guidebook in plane
Week 3	Lesson 2 : At Roissy-Charles-de-Gaulle Airport Lesson 3 : In taxi
Week 4	Lesson 4 : At a restaurant Lesson 5 : On the train
Week 5	Lesson 6 : At the station Lesson 7 : Watching the television
Week 6	Lesson 8 : Welcome party for Takeshi

Week 7	Lesson 9 : During the party
Week 8	Lesson 10 : At the cafeteria Lesson 11 : After the class
Week 9	Lesson 12 : At the shopping mall Lesson 13 : Drinking coffee at breakfast
Week 10	Lesson 14 : At the living room
Week 11	Lesson 15 : At the university Lesson 16 : At the cafeteria
Week 12	Lesson 17 : On the street
Week 13	Lesson 18 : At a coffee shop
Week 14	Lesson 19 : Go to the library
Week 15	Lesson 20 : At a conference
Week16	Final Exam

Instructor: Shunsuke Nakata

DESCRIPTION

This is an elementary course for students who wish to improve their conversation skills in French. The course is intended for the students who finished French I or who have the same level of competency in French (that is, approximately “A1” level of Common European Framework of Reference - can introduce him/herself, can ask and answer questions such as where he/she lives, what he/she likes to do, what he/she did or will do, etc.). From a grammatical viewpoint, students will learn how to use various past and future form as well as conditional and subjunctive modes so that they can describe experience or deal with different situations in traveling or in everyday life.

The remaining part of the syllabus is in preparation.

Spanish I Spring 2009

Provisional syllabus

Instructor: Dr. Percival Santos

Time: TBA

Office: C8

Tel: 018-886-5806

Email: santos@aiu.ac.jp

Number of credits: 3

Course Description:

This is a 90 hour course in Spanish for students with little or no previous knowledge of the language. It shall be taught using the communicative approach. The themes to be taught in this course are: how to express oneself and one's surroundings using simple phrases, how to describe people and things and daily routines, how to express likes and dislikes, how to reply and react to simple questions in day to day situations, how to write simple phrases, etc. The general objective of the course is to equip students with the necessary knowledge and strategies so that they can attempt to communicate basic ideas and topics in a Spanish-speaking environment.

The remaining part is in preparation.

JLT180 Introduction to Japanese Language Studies (3 credit hours)

日本語学概論

Instructor: Yoko Nakai 中井陽子

Semester: Spring

Meeting times: Monday and Wednesday 12:30-13:45 Classroom: TBA

Office: A19 Office hours: TBA E-mail: ynakai@aiu.ac.jp

DESCRIPTION: This course is an introduction to Japanese language studies. It provides students with opportunities to objectively analyze Japanese language/expressions that they tend to use unconsciously as native speakers. Through group work and class discussions, students will explore Japanese grammar and discourse and consider the fundamental knowledge needed to teach Japanese as a foreign language.

本講義では、普段何気なく使用している日本語を客観的にみる視点を身につけ、日本語の特徴を体系的に捉えていく能力を育成する。また、外国語としての日本語という観点から、日本語学習者にとって問題となる箇所を考察する。なお、授業では、グループワークやディスカッションを通して課題を解決する活動も行う。

OBJECTIVES: At the end of the course, successful students should:

- Acquire the ability to analyze Japanese grammar and discourse (form, meaning, function and situation) objectively.
日本語をひとつの言語として客観的に捉え、その文法・談話(形、意味、機能、使用場面等)を分析する能力を持つ。
- Acquire the basic knowledge of Japanese grammar needed to teach Japanese as a foreign language.
日本語学習者のための日本語の文法規則を知る。
- Comprehend characteristics of Japanese discourse structures.
日本語の談話レベルの特徴について考えることができるようになる。
- Gain a deeper understanding and appreciation of the Japanese language, through a consideration of Japanese grammar and discourse.
日本語の文法・談話について考えることにより、日本語の新しい側面や魅力を発見する。

STUDY MATERIALS:

<Required Textbook>

- 庵功雄ほか（2003）『やさしい日本語のしくみ』くろしお出版 1000 円

- Supplemental materials will be distributed in class

ASSESSMENT:

- | | |
|--|-----|
| 1. Class activities (Discussions and tasks etc.) | 30% |
|--|-----|

クラスでの活動（ディスカッション、タスクなど）

- | | |
|-----------------------------------|-----|
| 2. Assignments (Task sheets etc.) | 20% |
|-----------------------------------|-----|

課題（タスクシートなど）

- | | |
|--|-----|
| 3. Presentation about “Interesting Japanese Expressions” | 20% |
|--|-----|

「日本語の気になる表現」の発表

- | | |
|---|-----|
| 4. Analysis and group presentation of Japanese textbook | 30% |
|---|-----|

教科書分析・グループ発表

100%

SCHEDULE:

<Week 1> Introduction of the course コース説明

6. Speaking and Writing 漢字かな交じり文、話し言葉と書き言葉

7. contractions 短縮語

Intransitive and transitive verbs 自動詞と他動詞の形と意味

Word classification 品詞

<Week 2> 8. Conjugations 活用、types of verbs 動詞の種類

9. Case particles 格助詞

<Week 3> 10. Causatives 使役

11. Passives 受身

<Week 4> 12. Tense テンス

13. Modality モダリティ

<Week 5> 14. Conditionals 条件

15. Omission 省略

- <Week 6> 16. Particles “*wa*” and “*ga*” 「は」と「が」
- 17. *Toritata* particles とりたて助詞
- <Week 7> 18. The extended predicate “*no da*” 「のだ」
- 19. Giving and receiving expressions 授受表現
- <Week 8> 20. Polite expressions 敬語
- 21. Japanese language of Japanese learners 日本語学習者の日本語
- <Week 9> 22. Words omitting “*ra*”ら抜きことば
- 23. Classical vocabulary remaining in modern usage 現代語に残る古典語
- 24. Regional difference in Japanese language 日本語の地域差
- <Week 10> 25. Diffusion of dialects 方言の周圏分布
- 26. Language Variation ことばの位相差
- <Week 11> 27. Characteristics of modern polite expressions 現代敬語の特徴
- 28. Discrimination behind language ことばに潜む差別
- Japanese discourse 日本語の談話
- <Week 12> Japanese discourse 日本語の談話
- <Week 13> Japanese discourse 日本語の談話
- <Week 14> Group Presentation of textbook analysis 教科書分析のグループ発表
- <Week 15> Group Presentation of textbook analysis 教科書分析のグループ発表
- Hand in a paper about textbook analysis 教科書分析のレポート提出

Sociolinguistics

Provisional syllabus

Instructor: Yih Yeh PAN

COURSE DESCRIPTION:

This is an introductory course in sociolinguistics. Sociolinguistics is a broad field, which includes many types of research and research methodology. However, in a general sense we can define sociolinguistics as the study of how societies and languages interact and the linguistic behaviors and attitudes that develop or are challenged as a result of this interaction. In other words sociolinguistics looks at how language functions socially, how individuals and groups actually use language and what this “says” about them/us. This course will introduce students to some of the topics and concerns within sociolinguistics, such as gender, geography, social class, ethnicity, and national origin, and it will provide students with opportunities to consider their own language use in different contexts.

COURSE OBJECTIVES: Students will...

1. define and give examples of sociolinguistic terms and concepts covered in the course
2. actively discuss the readings in class
3. write three position papers on issues in sociolinguistics, two of which will include outside research
4. critique and lend support to their peers in the form of written responses to their position papers
5. formally present one of their papers to the class for discussion and critique

PREREQUISITES: None

CLASS MATERIALS:

Required Texts:

- Holmes, J. (2001). *An Introduction to Sociolinguistics* (2nd ed.) Pearson ESL.
- Additional readings supplied by instructor

Suggested Texts:

- An APA manual
- Trudgill, P. (2003). *A glossary of sociolinguistics*. Oxford University Press.

COURSE METHOD:

The course will be taught seminar-style. The instructor will give brief lectures on topics in sociolinguistics and students will be expected to actively discuss what they have read. Students will meet in groups to discuss their position papers, and to give advice to their peers.

EVALUATION/ASSESSMENT:

Quizzes: There will be frequent short-answer quizzes on the terms and concepts in the readings. Students should expect & prepare for weekly quizzes.

Position Papers: There will be three position papers in which students will discuss topics in sociolinguistics, such as gender and language or regional variations in language. For each paper students will provide peer feedback to each other. The first two papers will be 1000-word (approximately 4 pages) papers. The final paper will be 1500 – 2000 words. The second and third papers will include outside research.

Active Class Discussion/Presentation: Students are expected to actively engage in discussions on the readings, and to present their final papers to the class.

Assessment Criteria

In-class Quizzes	35%
3 Position Papers (15%, 15%, & 20%)	50%
Presentation & In-class discussion	15%

A= 90 – 100

B= 80 – 89

C= 70 – 79

D= 60 – 69

F= 59 and below

Please note that students are expected to attend class regularly. 4 unexcused absences will result in a drop of one letter grade (e.g. students with a B average will receive a C). Students *with more than 4 unexcused absences* will be unable to pass the course. In addition, students need to come to class on time. Three late arrivals are equal to one absence.

Quizzes, which are missed due to absence can only be made up if the absence is excused. Position papers will not be accepted if late.

TENTATIVE COURSE SCHEDULE:

Week 1: Introduction to sociolinguistics and the course requirements

Reading: Holmes-- Chapter 1

Additional reading on sociolinguistics given by instructor

Week 2: Multilingual speech communities: Diglossia, Code-switching etc.

Reading: Holmes-- Chapter 2

Week 3: Issues of language maintenance and language shift

Reading: Holmes—Chapter 3

Week 4: Varieties of speech: Vernacular & standard speech, Lingua francas

Reading: Holmes—Chapter 4

Writing: Draft 1 of 1st position paper due/Discuss & give feedback in class

Week 5: Language planning: Official languages

Reading: Holmes—Chapter 5

Writing: Draft 2 of 1st position paper due

Week 6: Regional & social dialects

Reading: Holmes—Chapter 6

Additional reading given by instructor

Week 7: Language change and reasons for it

Reading: Holmes—Chapter 9

Writing: Draft 1 of 2nd position paper due/Discuss & give feedback in class

Week 8: Influence of sex & age on language use

Reading: Holmes—Chapter 7

Additional reading given by instructor

Writing: Draft 2 of position paper 2 due

Week 9: Ethnicity (& Race)

Reading: Holmes – Chapter 8

Additional reading given by instructor

Week 10: Style & Register: Accommodation Theory

Reading: Holmes—Chapter 10

Week 11: Politeness & Cross-cultural communication

Reading: Holmes—Chapter 11

Writing (preparation): Decide on final paper topic by this week/Find appropriate research articles

Week 12: Politeness & gender issues

Reading: Holmes—Chapter 12

Additional reading given by instructor

Writing (preparation): Bring outside research articles to class to discuss

Week 13: Language attitudes

Reading: Holmes—Chapter 13

Additional reading given by instructor

Writing: Draft 1 of final paper due/Discuss & give feedback in class

Week 14: Sociolinguistics & education

Reading: Reading given by instructor

Writing: Draft 2 of final paper due

Week 15:

Final Paper Presentations

Concluding remarks

Course/Teacher Evaluations

Introduction to Applied Linguistics

Provisional syllabus

Instructor: Al Lehner, Ph.D.
Style of Class: workshop with lecture
Number of Credits: 3

This course offers an introduction to the major research findings about the ways in which a person learns another language. As such, the course will serve as starting point for those who wish to teach a foreign language. Current research in second and foreign language acquisition (S/FLA) will be considered, analyzed, and discussed throughout the course, with special attention given to the application of theory to formal classroom learning (and teaching). Included in the course is a focus on the differences between learning one's first language (L1) and learning a foreign language (L2, or FL). Because the FL learning context is different from a second language (SL) context (where the target language is used both within and outside the classroom), special attention will be given to describing and defining the local FL context in Japan. Finally, this course will look at individual differences in language learning. In this course students will consider findings from sociolinguistics, psycholinguistics, and literacy-based research.

COURSE OBJECTIVES: Students will...

- (1) become familiar with the field of S/FLA
- (2) discuss what it means to learn another language
- (3) consider their own strategies for learning another language
- (4) be exposed to the complex interdisciplinary basis of S/FLA
- (5) explore theoretical explanations for S/FLA
- (6) consider individual learner differences and reasons for them
- (7) become familiar with developmental sequences in learner language
- (8) develop practical approaches to formal classroom FL teaching

Prerequisites: LING 180

Class Materials:

- (1) Lightbown, P.M. & Spada, N. (2004). *How languages are learned, revised edition*. Oxford, UK: Oxford University Press.
- (2) Rubin, J. & Thompson, I. (1994). *How to be a more successful language learner, 2nd edition*. Boston, MA: Heinle & Heinle.
- (3) additional reading packet of journal articles

**on reserve in library:*

Bialystok, E. & Hakuta, K. (1994). *In other words: The science and psychology of second-language acquisition*. NY: BasicBooks.

Doughty, C.J. & Long, M.H. (Eds.). (2003). *The handbook of second language acquisition*. Malden, MA: Blackwell.

Ellis, R. & Barkhuizen, G. (2005). *Analysing learner language*. Oxford, UK: Oxford University Press.

van Lier, L. (1999). *Interaction in the language curriculum: Awareness, autonomy & authenticity*. London: Longman.

COURSE METHOD

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

EVALUATION / ASSESSMENT

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

Brief papers: Students will write 2 Brief Papers (BP) on topics of their personal interest. Each paper will be 4-5 pages long. Guidelines for completing these response papers will be provided at the first class meeting. One of these papers will be based upon observing an actual FL class at AIU or elsewhere.

Analytical Paper: At the end of the course, each student will write a 5-6-page analytical paper (AP) in which he/she analyzes the issue which most captured his/her attention within the course—and demonstrate how that topic relates to his/her ideas about teaching an FL. The paper can critique a topic or idea presented in the course or be an exploratory paper which attempts to apply a topic from the course in the development of a teaching plan (blueprint).

Final Course Grade

15% in-class discussions
15% reading quizzes
40% brief papers (BP)
30% analytical paper (AP)

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

COURSE SCHEDULE: (This is tentative. The distribution reading packet assignments will be decided after the first class meeting.)

Week 1

Introduction to course

Reading (Discuss):

Lightbown & Spada (L&S), Questionnaire on language learning
“Learning a first language” (Chapter 1, begin)

Reading packet (RP) TBA

Quiz #1

Week 2

Reading (Discuss):
L&S, "Learning a first language" (1, continued)
RP, TBA
Quiz #2

Week 3

Reading (Discuss):
L&S, "Theoretical approaches to explaining second language learning" (2, begin)
RP, TBA
Quiz #3

Week 4

Reading (Discuss):
L&S, "Theoretical approaches to explaining second language learning" (2, continue)
RP, TBA
Quiz #4

Week 5

Reading (Discuss):
L&S, "Factors affecting second language learning" (3, begin)
RP, TBA
Quiz #5

Week 6

Reading (Discuss):
L&S, "Factors affecting second language learning" (3, continue)
RP, TBA
Writing:
BP #1: Ways to Conceptualize Language Learning (directions given in class)
Quiz #6

Week 7

Reading (Discuss):
L&S, "Learner language" (4)
RP, TBA
Quiz #7

Week 8

Reading (Discuss):
L&S, "Observing second language teaching" (5, begin)
Rubin & Thompson (R&T), Chapters 1-3
Quiz #8

Week 9

Reading (Discuss):
L&S, "Observing second language teaching" (5, continue)
R&T, Chapters 4-7
Quiz #9

Week 10

Reading (Discuss):
L&S, "Second language learning in the classroom" (6, begin)
R&T, Chapters 8-10

Writing:

BP #2: Classroom Observation (directions given in class)

Quiz #10

Week 11

Reading (Discuss):

L&S, "Second language learning in the classroom" (6, continue)

R&T, Chapters 11-12

Quiz #11

Week 12

Reading (Discuss):

R&T, Chapters 13-15

RP, TBA

Quiz #12

Week 13

Reading (Discuss):

L&S, "Popular ideas about language learning" (7)

RP, TBA

Writing:

AP: A Key Idea in S/FLA (directions given in class) -- Draft #1

Quiz #13

Week 14

Reading (Discuss):

RP, TBA

Writing:

AP: A Key Idea in S/FLA -- Draft #2

Quiz #14

Week 15

Discuss:

Review of course

Course / Instructor Evaluation

**HPE10-1: Recreation I (1 credit hour)
(New Team Sports)**

Provisional syllabus

Instructor: Kiyotaka Kato, Ph.D.
Office & phone #: A-4 (ext. 5942)
Office Hour: TBA
Email Address: katok@aiu.ac.jp
Semester: Spring and Fall
Day and Time: TBA
Place: Central Park of Akita Prefecture

Description: Recreation experience can be defined as any voluntary socially acceptable activity conducted during free time for fun. Recreational activities often increase opportunities for communicating with others, thereby assisting in the founding favorable relationship with others. It also plays important role in improving the quality of life. This course will improve communication between students and contribute to physical and mental health of students by introducing and practicing physical recreational activities.

Objectives: The purpose of this course is to provide students with opportunities for participating in various recreational activities to promote their good health, general wellness, and communication.

Study Materials: The instructor will provide handouts about the rules of each activity.

Assessment:

Class attendance: 55 %
Participation: 20 %
Term paper: 25 %

Expected Academic background: none

Policies:

- Academic misconduct in any form is in violation of the AIU rules. This includes copying or sharing answers on tests or assignments, plagiarism, or having someone else do your academic work.
- Students are expected to attend all classes. In case of emergency, illness, or other serious situation, the student should notify the instructor in advance if possible.
- Students can be absent from the class one time without any penalty. However, after one time, 3 points of the class attendance point will be decreased each time.
- If you do not submit the term paper, your participation point will be zero.

Format and Activities: The style of this course is Lecture for one credit.

Class schedule:

Class/ Meeting place/ Activity/ Course contents

- 1st/ TBA/ Introduction/ course outline
- 2nd/ Arena/ Unihoc/ Passing, receiving, and dribbling, mini games
- 3rd/ Arena/ Unihoc/ Games
- 4th/ Arena/ Indica/ Passing and receiving, attacking and blocking
- 5th/ Arena/ Indica/ Games
- 6th/ Arena/ Soft-volleyball/ Passing and receiving, attacking and blocking
- 7th/ Arena/ Soft-volleyball/ Games
- 8th/ Arena/ Volleyball/ Setting and receiving, games
- 9th/ Arena/ Volleyball/ Tournament
- 10th/ Arena/ Tag-rugby/ Throwing and receiving, tactics
- 11th/ Arena/ Tag-rugby/ Games
- 12th/ Arena/ Ultimate/ Throwing, running & receiving, tactics
- 13th/ Arena/ Ultimate/ Games
- 14th/ TBA/ Disc Golf/ Playing a round
- 15th/ TBA/ Ground Golf/ Playing a round

**HPE 150: Health and Physical Education Lecture (1 credit hour)
(Social Science Perspective of Sport and Leisure)**

Provisional syllabus

Instructor: Kiyotaka KATO, Ph.D.
Email: katok@aiu.ac.jp
Office: A-4 (ext. 5942)
Office Hours: TBA
Semester: Spring, Fall, and Winter
Meeting Days/Time TBA

Description: Today, many, if not most, people who live in developed countries believe that physical activity, such as sports and exercise, is one of the best ways to maintain their health. However, the physiological impact of sports is just one aspect of sports. Sports affect people and their lives many ways. For example, the prosperity of professional sports leagues provides opportunities for people to watch sports as a leisure activity. These people may receive psychological benefits from watching these games. However, whereas sports leagues may bring positive economic impacts, they may also bring negative social impacts on their home towns. In order to evaluate the impacts of the professional sports leagues, social science perspectives, such as sociology and psychology, are very crucial. This course offers students opportunities to consider aspects of sport that influence us and our society using social science perspective.

Objectives: The objective of the course is to provide the students with a comprehensive understanding of sport and leisure through a social science perspective to critically analyze various aspects of sport.

Study Materials: There is no required text book in this course. However, the instructor gives you reading assignments when needed. Students should be prepared to discuss and answer questions about the reading assignments. Optional materials are the following:

1. Mullin, B. J., & Sutton, W. A. (2000). *Sport Marketing* (2nd Ed.). Human Kinetics, IL: Champaign
2. Goldstein, J. H. (1989). *Sports, Games, and Play*. Lawrence Erlbaum Associates, NJ: Hillsdale.
3. Sperber, M. (1990). *College Sports Inc*. Henry and Holt and Company, NY: New York.
4. Szymanski, S. & Zimbalist, A. (2005). *National Pastime*, Brooking Institution Press, Washington, D.C.
5. Rosner, R. S. & Shropshire, K. L., (2004). *The Business of Sports*, Jones and Bartlett Publishers, MA: Sudbury.

Assessment:

Attendance: 20%

Writing assignment: 15 %

Group presentation: 30 %

Final Exam: 35 %

Policies:

1. Academic misconduct in any form is in violation of the AIU rules. This includes copying or sharing answers on tests or assignments, plagiarism, or having someone else do your academic work.
2. Students are expected to attend all classes. In case of emergency, illness, or other serious situation, the student should notify the instructor in advance if possible.
3. Students can be absent from the class one time without any penalty. However, after one time, 2 points of the class attendance point will be decreased each time.

Format and Activities: The style of this course is Lecture/Discussion for one credit.

Schedule:

Class 1/ Course outline

Class 2/ Current leisure status in Japan

Class 3/ Sports participations and opportunities in Japan:

Class 4/ Social impacts of doing sports

Class 5/ Psychological impacts of doing sports

Class 6/ Sports in public policy

Class 7/ Psychological impacts of watching sports (sports fandom)

Class 8/ Sport industry

Class 9/ Sport business

Class 10/ Sports and media

Class 11/ Professional sports in Japan and US

Class 12/ College sports in Japan and US

Class 13/ Sport and city development

Class 14/ Group presentation

Class 15/ Group presentation