

## **CCS120: Computer Literacy (3 credit hours)**

Instructor: Hongyun WEI

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### **DESCRIPTION:**

This course is designed to help students become acquainted with the basic concepts related to computers and develop skills in using computers as a useful tool in education, professional activities and personal life. The guideline is based on the globally recognized training and certification program IC3 (Internet and Computing Core Certification). Students will gain knowledge about computer hardware and software through hands-on experience. At the end of this course, students will be able to manage computers on a regular basis and become familiar with the fundamentals of Microsoft Office XP applications, including MS Word, MS Excel, and PowerPoint. Students will also learn how to enrich their communication skills using computer aided presentations, creating and publishing their own webpage, as well as processing simple images.

### **OBJECTIVES:**

Students successfully completing this course will be expected to acquire the following basic skills and competency as a preparation for their academic studies or individual life.

- Understand Computing Fundamentals
- Develop Word Processing Skills
- Learn to Use PowerPoint Presentation Technique
- Produce Excel Worksheets
- Manipulate Data, Formulas and Charts
- Understand Communication and Network Concepts
- Create and Publish Webpage
- Process Images

### **STUDY MATERIALS:**

#### **<Textbook>**

All in One Guide to **Computer Literacy**

CCI Learning Solutions Inc.

ISBN #: 978-1-55332-117-0

#### **<Reference Materials>**

Microsoft Office Online <http://office.microsoft.com/en-us/assistance/>

Discovering Computers 2005, <http://www.scsite.com>

How Stuff Works <http://computer.howstuffworks.com>

An Educator's Guide to School Network <http://fcit.usf.edu/network/default.htm>

HTML Tutorial <http://www.w3schools.com/html/>

GNU Image Manipulation Program <http://www.gimp.org/>

### **ASSESSMENT:**

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

- (1) Assignments and Tests (60%)
- (2) Course Project and Presentation (10%)
- (3) Final Examination (20%)
- (4) Course Forum and Class Participation (10%).

**POLICIES:** All assignments must be completed with no more than 3 class absences to receive a passing grade for this course.

This course will be supported by an online course management system called AIMS. Some issues in class will be discussed on AIMS forums after class. Students are expected to participate in the forums and give their opinions and comments.

### **ACADEMIC PREPARATION:**

No prerequisite courses required.

### **COURSE FORMAT AND ACTIVITIES:**

This course consists of two types of activities: lecture and lab exercise. Lectures will explain key concepts and introduce basic skills. Lab exercises will be carried out during the classes following the lectures. There is a final project as an opportunity for students to use the knowledge and skills to solve problems by themselves.

### **SCHEDULE:**

<b>Week 1</b>	Identifying Computer Hardware
<b>Week 2</b>	Understanding Computer Software and OS
<b>Week 3</b>	Managing Programs and Troubleshooting Techniques
<b>Week 4</b>	Word Processing for Academic Purpose
<b>Week 5</b>	EXCEL – Basics Working with Workbook and Worksheets
<b>Week 6</b>	EXCEL – Functions and Formulas
<b>Week 7</b>	EXCEL – Database and Charts
<b>Week 8</b>	PowerPoint – Basics and Creating Slide Show

<b>Week 9</b>	PowerPoint – Enhancing the Presentation
<b>Week 10</b>	Networking Fundamentals
<b>Week 11</b>	Using the Internet
<b>Week 12</b>	Publishing Web Pages
<b>Week 13</b>	Course Project and Presentations
<b>Week 14</b>	Graphic Processing – Image Manipulation (Paint GIMP)
<b>Week 15</b>	Summary and Final Examination

## **JAS210-1: Introduction to Japanese History**

Provisional syllabus

**Spring Term**

**Instructor: Norihito Mizuno, Ph.D.**

**Office: C10**

**#Office Phone: 5975**

**Email: nmizuno@aiu.ac.jp**

### **Course Objectives**

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

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

### **Course Description**

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

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

### **Classroom Activities**

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

### **Prerequisites**

None

### **Evaluation**

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

\*More demanding criteria will be applied to Japanese students on the premise that they have ever studied Japanese history in the primary and secondary education level.

\*Some chances to earn extra points may be given.

### Course Materials

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

Additional reading materials will be given in class in advance.

### Course Schedule

#### Week 1

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

#### Week 2

II. Japan's genesis

III. Early State Formation & Sinification Effort

**\*1<sup>st</sup> Quiz Study Guide**

#### Week 3:

**1<sup>st</sup> Quiz**

IV. Court Aristocracy and Cultural Flowering

V. The Rise of Warriors

#### Week 4

Movie (Taira Clan Saga)

#### Week 5 (May. 13-15)

Movie (Taira Clan Saga)

VI. The of Warriors

#### Week 6

VII. Japan under Long Peace

**\*Midterm Study Guide**

#### Week 7

VIII. Japan's Opening to the West

IX. Bakumatsu-Restoration Period

#### Week 8

**Midterm Examination**

X. Meiji Restoration

#### Week 9

XI. Japan's Modernization (Westernization) Effort

XII. Japan's Rise as a Great Power

Week 10

XIII. Japan in Transition

XIV. Manchurian Incident

**\*1st Paper Due (What should Japan have done? 1)**

**\*2<sup>nd</sup> Quiz Study Guide**

Week 11

**In-Class Discussion: What should Japan have done? 1**

**2<sup>nd</sup> Quiz**

XV. Military's Rise to Power

Week 12

XVI. Sino-Japanese Conflict

XVII. The Path to the Clash

Week 13

XVIII. WW II (Pacific War or Great East Asia War)

Movie (Japan's War in Colour)

**\*2<sup>nd</sup> Paper Due (What should Japan have done? 2)**

Week 14

**In-Class Discussion: What should Japan have done? 2**

XIX. Japan under Occupation

**\*Final Study Guide**

Week 15

XX. Japan's Resurgence as a Great Power

XXII. Japan in the 21<sup>st</sup> Century

**Final Examination**

## **JAS220 JAPANESE POLITICS** (3 credit hours)

Provisional syllabus

Instructor: Rei SHIRATORI

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

e-mail: [rei@aiu.ac.jp](mailto:rei@aiu.ac.jp)

Semesters: TBA

Meeting times: TBA

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

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

### **STUDY MATERIALS:**

<**Textbooks**> (Choose one)

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

<**Reference books, sources of readings and other information**>

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

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

1. Examination at the end of first half (40%)

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

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

**SCHEDULE:**

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

**JAS230 Japanese Economy** (3 credit hours)

Provisional syllabus

Semester: Spring

Instructor: Hiroya Ichikawa, PhD

Office : A-27 (Bldg A, 4F)

email: [hiroya@aiu.ac.jp](mailto:hiroya@aiu.ac.jp)

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

*The remaining part of the syllabus is in preparation.*

Instructor: Takashi Koyama

Office Telephone: **886-5809**

### Course Goals

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

### Course Description

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

### Classroom Activities

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

### Prior Academic Preparations

No prior academic preparation is required.

### Evaluation

Two response papers 20% (10% for each)

Participation in class discussions 20%

Final examination 60%

### Course Materials

Reading materials will be distributed in class

### Class Schedule

1. Japan's Diplomacy

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

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

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

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

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

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

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

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

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

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

Kent Calder, Pacific Defense, Chapter V

28. Japan and the World

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

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

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

29. Final Exam

## **JAS 351 Cultural Background of Japanese Language I ( 3 credits)**

### Provisional syllabus

Instructor: Yuko Abe  
email: [yukoabe@aiu.ac.jp](mailto:yukoabe@aiu.ac.jp)

Office: A21  
Office hours: T&Th 13:30-15:00

#### **DESCRIPTION:**

JAS 351 is designed to acquaint students with the pragmatics of Japanese language, in particular with cultural contexts of its use and with typical patterns of thinking among Japanese people which for international students maybe unknown, and of which Japanese students may not be aware.

Based on the experience gained in class activities and the discussion among the classmates representing different culture students will identify, discuss, and compare contextual issues involved in exemplary situations. Similar assignments will be given to analyze authentic situations or examples from one's own experience.

Since the course activities will be carried out in Japanese language, international students will get some assistance in understanding readings and other assignments, however, the focus will not be on the grammatical or vocabulary issues, but on the pragmatic aspects of language. Class activities will include discussions and presentations of individual work assigned as homework.

Some field trips are included in the plan for this course to provide opportunities for making direct observation of communication pattern in various contexts and in authentic social environment.

#### **OBJECTIVES:**

International students will be able to communicate in Japanese language with increased level of competency in several pragmatic dimensions, including:

- Use of elements of the cultural background of Japanese language.
- Awareness of Japanese communication styles (verbal and nonverbal).
- Awareness of Japanese value orientations.
- Ability to find information from various authentic sources in situations when its comprehension requires cultural competence.
- Skills in intercultural adaptation.

Knowledge of the cultural background of Japanese language learned in this course will give Japanese students opportunity to recognize and reflect on essential elements of their cultural identity. Also, this knowledge will provide Japanese students with some

level of competence in assisting foreigners in the adaptation to life in Japanese society.

### **STUDY MATERIALS:**

<Textbooks> TBA

#### **<Reference books, sources of readings and other information>**

- \* Tokui, Atsuko. Multicultural Communication, ALC Press, 2002.
- \* Yashiro, Kyoko, et al. Intercultural Training, Sanshusha, 1998.
- \* Miura, Akira and Tadashi Sakamoto, Japanese Cultural Episodes for Speed Reading.  
Bonjinsha, 1997.
- \* Doi, Takeo. The anatomy of dependence, Kobundo, 1971.

**ASSESSMENT:** Students' achievement of the stated above course objectives will be measured in terms of their performance in the following five areas: (1) Attendance and Class Participation\* (25%), (2) Presentation (20%), (3) Reaction papers (20%), (4) Log (15%), and (5) Final Project (20%).

\* Class participation will be assessed based on frequency of students' active involvement in class activities.

**ACADEMIC PREPARATION:** Before enrolling in this course, international students should have successfully completed elementary Japanese language classes or the equivalent.

### **POLICIES:**

- 1) Students are expected to attend all classes and actively participate in all activities. If students have to miss class meetings for medical or other legitimate reasons, they need to contact the instructor in advance (or as soon as practical), and turn in an official letter that verifies the reason for the absence.
- 2) Absence for more than a third of the class sessions during the term will result in "F" grade.
- 3) Homework assignments are to be turned in at the class on the due dates. Incomplete or sloppily done assignments will receive only partial or no credit. Late homework will be given no credit.
- 4) Acts of plagiarism or other forms academic dishonesty will be dealt with harshly. See <http://en.wikipedia.org/wiki/Plagiarism> for more information.

**COURSE FORMAT AND ACTIVITIES:** Generally, the class session consists of a

mini lecture and an introduction of some new Japanese vocabulary related to certain topic, followed by students' trials to formulate interview questions in Japanese regarding the topic. Students' homework assignment is to use these questions to interview Japanese people (usually AIU Japanese students) regarding the topic of the class. The following class, students present their interview results and their own conclusions on similarities with and differences from their own culture. The presentations are followed by the discussion in Japanese. Sometimes, Japanese person or persons are being invited to join the discussion. Course activities include four field trips giving students opportunities to experience direct interactions with Japanese people outside of the campus in the context of everyday professional, business, or other activities. Students are asked to write reaction papers after field trips and to prepare a presentation on selected topic at the end of the semester.

#### **SCHEDULE:**

<Week 1>	Introduction to the course
<Week 2>	Everyday life, religion
<Week 3>	Field Trip 1 - shrine / temple
<Week 4>	Education
<Week 5>	Education
<Week 6>	Field Trip 2 - school
<Week 7>	Job, occupation
<Week 8>	Job, occupation
<Week 9>	Field Trip 3 - company
<Week 10>	Communication styles
<Week 11>	Communication styles
<Week 12>	Field Trip 4 - varying destination
<Week 13>	Communication styles
<Week 14>	Presentations
<Week 15>	Presentations

**ECN 301 Financial Theories and Applications** (3 credits)

Provisional syllabus

**Spring and Fall semesters**

Instructor: Tsung-ming YEH, PhD

Office : A-32 (Bldg A, 4F)

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

Office hours: to be announced in the beginning of the semester

**DESCRIPTION:**

This is an introductory course in Finance. We begin by understanding the legal forms of business activity and corporate governance. We move next to financial institutions and markets, then will spend a few weeks on financial accounting, financial statements, and time value of money. In the second part of the course we will explore the relationship between risk and return, learn about mean-variance in the context of portfolio management, and how to evaluate portfolio management performance. Toward the end of the course, we analyze how modern corporations raise capital (financing) and how they invest it (capital budgeting). We will examine how financing decisions – the issuance of equity and debt policies – affect the value of the firm. In the case of capital budgeting decisions, we study the major investment criteria widely employed by firms. Throughout the course, the connection to current events, with special focus on Japan, as reported in annual reports, newspapers, journals, and websites.

**COURSE OBJECTIVES:** Students will gain basic understanding of financial theories and concepts. At the end of the course, the successful student will be able to explain how the concepts and theories that we have studied apply, or do not apply or may apply uniquely, to the real world of Japanese business.

**ACADEMIC PREPARATIO\_:**

No prerequisites.

**STUDY MATERIALS:**

Textbook

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

Other References

(1) For those students who want to study more on financial accounting, you will find

*Financial Accounting: Information for Decisions* by Ingram, Albright, Baldwin, Thomson South-Western (the latest edition) on the reserve shelf in the library.

(2) Other supplementary readings will be handed out in class. These materials will be selected mainly from *\_ikkei Shimbun* and *\_ikkei Weekly*. Students are required on a regular basis to access news and online databases of *\_ikkei Shimbun* from campus computers.

(3) Also, students are encouraged to use the stock price database (Toyo Keizai), and the accounting information database (Nikkei), which are available in the library. These databases are useful for your assignments.

### **COURSE FORMAT AND ACTIVITIES:**

Generally, class sessions will be divided into lectures and assignment presentations. On lecture days, we will review theories and key concepts related to our present theme.

Before the lecture, students are required to have completed the assigned reading and will be familiar with key concepts and theories. During our review, students will be called upon to help explain concepts and theories. On assignment presentations days, student teams will make presentations and demonstrate the application of theories and key concepts to the tasks assigned to each team.

### **ASSESSMENT:**

\_ First Mid-exam: 15%

\_ Second Mid-exam: 15%

\_ Final Exam (Comprehensive): 30%

· The final exam is comprehensive, covering all the chapters and topics dealt with in the course.

\_ Assignments/Presentations: 20%

\_ Participation in Class Discussion: 20%

### **SCHEDULE:**

#### ***Week Textbook Reading Assignment***

#### ***(Chapter title)***

#### ***Exam***

1 Ch 1 The corporations and the financial manager

2 Ch 2 Why corporations need financial markets and institutions

3 Ch 3 Accounting and finance

4 Ch 3 Accounting and finance

5 Ch 4 Time value of money

*6 Review & Exam First Mid-exam*

7 Ch 5 Valuing bonds

8 Ch 6 Valuing stocks

9 Ch 10 Introduction to risk, return and opportunity cost

10 Ch 11 Risk, return, and capital budgeting

*11 Review & Exam Second Mid-exam*

12 Ch 12 Weighted average cost of capital and company valuation

13 Ch 7 Net present value and other investment criteria

14 Ch 13 Introduction to corporate financing and governance

*15 Review & Exam Final Exam*

## **ECN 304 International Business**

Provisional syllabus

Instructor: Michael Lacktorin

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

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

### **STUDY MATERIALS:**

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

### **ASSESSMENT:**

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

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

### **COURSE FORMAT AND ACTIVITIES:**

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

### **SCHEDULE:**

*The following topics are subjective to changes.*

- Chap 1: Globalization (YEH)
- Chap 2: National Differences in Political Economy (YEH)
- Chap 3: Differences in Culture (YEH)
- Chap 5: International Trade Theory (YEH)
- Chap 7: Foreign Direct Investment (YEH)
- Chap 12: Strategy of International Business (NISHIKAWA)
- Chap 13: Organization of International Business (NISHIKAWA)
- Chap 14: Entry Strategy and Strategic Alliance (NISHIKAWA)
- Chap 15: Exporting, Importing, and Countertrade (NISHIKAWA)
- Chap 16: Global Production, Outsourcing, and Logistics (NISHIKAWA)
- Chap 17: Global Marketing and R&D (NISHIKAWA)
- Chap 18: Global Human Resource Management (NISHIKAWA)
- Chap 19: Accounting in International Business (YEH)
- Chap 20: Financial Management in International Business (YEH)

**ECN305 PRINCIPLES OF MACROECONOMICS (3 credit hours)**

Instructor: Takashi YAMAMOTO, PhD

Provisional syllabus

**DESCRIPTION:** When economic news appears on the front page of our daily newspaper, we are most likely read about some macroeconomic development in the national or world economy. In this course, we study how overall economy works. Students will be introduced to some of the major concepts of macroeconomics such as gross domestic product (GDP), inflation, unemployment, and economic growth, by studying basic theories used to interpret and understand macroeconomic events. Students will also learn to use macroeconomic models to critically think about a variety of public policy issues, such as fiscal and monetary policies, and policies for economic stabilization and growth.

*The remaining part of the syllabus is in preparation.*

## **ECN302 MANAGEMENT OF KNOWLEDGE, INFORMATION AND TECHNOLOGY**

Spring and Fall semesters

Provisional syllabus

**Shingo L. NISHIKAWA, PhD**

Email: [slnishikawa@aiu.ac.jp](mailto:slnishikawa@aiu.ac.jp)

Office: A31, 4th floor

Office phone: 886-5987

**DESCRIPTION:** This introductory course in the management of knowledge, information, and technology is intended for business and non-business majors. It explores how technology has acted as a major pressure on business organizations and governments over the last 40 years. We will illustrate by examples why certain, firms with good technology have become global and continue to innovate while others, though blessed with technical talent and cash, have failed to become a first-tier players on the global scene and are fading. We will analyze firms in terms of: (1) The global mindset of its culture and management's ability to think of the entire business process, within which technology is only one of the key elements; (2) How quickly the firm is able to respond to customers' wishes; (3) Its distinctive technological competencies so that we may know why, when and by what means the company was able to establish itself in the market. How did those competencies emerge? What role did they play in competitive positioning of the company? (4) Its R&D profile and expenditures; in which domains is the company a leader or a follower? Is the company in basic research? (5) Management of patents, licenses, technology acquisition and off-shoring; and (6) Manufacturing or other process technologies; examples of manufacturing methods and process technologies developed or applied in the company may be used to illustrate how technology strategy has been implemented, and how it influenced its business position.

### **COURSE OBJECTIVES:**

After completing this course you will understand how technology – with new innovations being born every minute, quick obsolescence of what is available today, information overload on everyone, and unlimited access to Internet—exerts enormous pressure on corporations and nonprofit organizations. You will also learn about the interplay between technology and two other key forces that shape the world in which we live, namely, market and societal values. Market forces spawn global competition, changing workforce, rising power of the consumers and society demands social responsibility from corporations, enact new government regulations, ethical standards, and set limits of deregulation. These two forces in turn affect the development and

deployment process of old and new technologies.

## **REPRESENTATIVE STUDY MATERIALS**

*(subject to change)*

### Importance of Process Innovation

Y. Sheffi lecture in 2007, *Geeks and Chiefs* (available from mit.edu.com)

### Technology Trends

T. Friedman lectures in 2005 and 2007 (available from mit.edu.com); his book, *World is Flat,*

*Release 3.0*, Penguin Books (also available in Japanese from 日経新聞出版社)

### Application of Technology in Businesses

Issenberg, S. (2007) *The SUSHI Economy: Globalization and the Making of a Modern Delicacy*, Gotham Books, (also available in Japanese from 日経新聞出版社)

Herstatt, C., Stockstrom, C., Tschirky, H., Nagahira, A. (2006). *Management of Technology and Innovation in Japan*. Springer.

Autobiography of Yoshizo Shimano (in Japanese, appeared in *.ikkei* in 2005)

### Organizational Structure and Birth of Innovations

Nonaka, I, Takeuchi H.( 1995). *The Knowledge-Creating Company*. Oxford University

Von Hippel, E. (2005), *Democratizing Innovation*, The MIT Press.

S. Burger & MIT Industrial Performance Center, (2005), *How We Compete*,

Doubleday; also translated into Japanese :グローバル企業の成功戦略

Chandler, A. D., Jr. (2005). *Inventing the Electronic Century*. Harvard University Press.

日本に根づくグローバル企業研究会 (2006). *Case Study, Sumitomo-3M*.

Nikkei BP. (in Japanese)

## **ASSESSMENT:**

Midterm exams 60%; Presentations 25%; Assignments 15%.

**ACADEMIC PREPARATION:** Students are encouraged to have successfully completed AIU courses (or equivalent courses): Algebra, Statistics, World of Business and Economics, Principles of Economics, Financial Theories and Applications, and Physics or Chemistry before taking this course. However, it is not a requirement to enroll. Students will find it advantageous also to have worked part-time or full time and/or completed a course in Marketing. Non-business students with interest in technology are

welcome.

**COURSE FORMAT AND ACTIVITIES:**

Class sessions will be divided into lectures and presentations/discussions. On lecture days, I (or our guest speaker) will review theories and key concepts related to a particular theme. Before the lecture, students are expected to have completed the assigned reading. On student group presentation days, students who are assigned a specific topic and background material (which may include video clips, newspaper articles) and will give a Powerpoint presentation. Midterm exams are based on lectures and such presentation materials.

**SCHEDULE:**

*The following is a representative schedule and is subject to change*

Week 1: Why study process and product technology

Week 2-5: Key technology trends, based on T. Friedman's *World is Flat*

Week 6-8: Freezing Technology and Sushi Economy

Week 9-10: Shimano, Intel of Bicycle Industry and Cold Forging Technology

Week 11: Leading Edge Users and Innovation Model by V. Hippel

Week 12: Organization and Innovation by I. Nonaka

Week 13: Intellectual Property Rights and Strategy

Week 14: Project Presentations

**ECN303 INTERNATIONAL POLITICAL ECONOMY (3 credit hours)**

Instructor: Takashi YAMAMOTO, PhD

Provisional syllabus

Website: <http://www.aiu.ac.jp/~yamamoto> Email: [yamamoto@aiu.ac.jp](mailto:yamamoto@aiu.ac.jp)

Semesters: Spring Meeting times: To be announced

**DESCRIPTION:** Global economic integration makes states vulnerable to external shocks on the one hand, while providing economic advantages of access to international markets on the other. We will view the consequences of our ‘shrinking’ world through the prism of international political economy. Students will become familiar with how domestic politics and policies affect international economic behavior, and how the international economy in turn shapes domestic and international politics. We will examine the complex relationships between politics and economics in the global system, and attempt to develop a way of thinking critically about how politics and economics interact that will help us explain the behavior of countries, institutions, firms, interest groups, and individuals.

**OBJECTIVES:** This course is to provide students with theories and analytical tools on international political economy so that they can examine the reciprocal relationships between state interests and power, world market structure, and economic dynamism. On completion of this course students should be able to critically evaluate the literature on globalization, to express this understanding through written and oral communication, and to present reviews and analyses of particular concepts and issues related to globalization. The study of international political economy requires active inquiries on the application of theories and models on the real-world issues. Therefore, students are expected to familiarize themselves with current issues by reading major newspapers and news magazines.

**STUDY MATERIALS:**

**<Textbooks>**

Grieco, Joseph M. and G. John Ikenberry. *State Power and World Markets*. New York: W. W. Norton, 2003.

**<Reference books, sources of readings and other information>**

- (1) Rivoli, Pietra. *The Travels of a T-Shirt in the Global Economy*. John Wiley & Sons, 2005.
- (2) Sachs, Jeffrey. *The End of Poverty*. Penguin Books, 2005.
- (3) Eaterly, William. *The Quest for Growth: Economists' Adventures and*

Misadventures in the Tropics. MIT Press, 2001.

(4) Gilpin, Robert. Global Political Economy. Princeton, NJ: Princeton University Press, 2001

(5) Yergin, Daniel, and Joseph Stanislaw. The Commanding Heights. Simon & Schuster, 1998.

**ASSESSMENT:** Student achievement will be measured in terms of student performance in the following three areas: (i) *Memoir* after the policy simulation (40%), (ii) Participation at the simulation and classes (40%), and (iii) Mid-term examination (20%).

**ACADEMIC PREPARATION:** Before enrolling in this course, students should have successfully completed, at a minimum, college courses in algebra, statistics, macroeconomics, microeconomics, and financial accounting, or their equivalents, or permission of the instructor.

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

**COURSE FORMAT AND ACTIVITIES:** This course consists of lectures and a policy simulation. Theoretical explanation will be covered by lectures. In the first half of the course, students are expected to learn policy implications of the theories and relevance to current issues in international political economy. In the latter half of the course, students will prepare for a one-day policy simulation. Details of the simulation including the topic and the style will be announced at the beginning of the course. Each student will participate in the simulation as key decision makers or journalists. After the policy simulation, each student will be required to write a *Memoir*, describing the intention of the policies and analyzing the behavior of the participants by using theories and concepts learned in the course.

**SCHEDULE:**

<Week 1>

Theme/Theories/Key concepts: *meaning of "globalization"*

Textbook: Chapter 1

<Week 2>

Theme/Theories/Key concepts: *theories and regimes of international trade*

Textbook: Chapter 2 – The Economics of International Trade

<Week 3>

Theme/Theories/Key concepts: *theories and policies of money and finance*

Textbook: Chapter 3 – The Economics of International Money and Finance

<Week 4>

Theme/Theories/Key concepts: *political theories of international economy*

Textbook: Chapter 4 – The Political Foundation of the World Economy

<Week 5>

Theme/Theories/Key concepts: *national strategies of international economy*

Textbook: Chapter 5 & 6 – State Power and the Promotion of National Interests

<Week 6>

Theme/Theories/Key concepts: *successes and failure of developing countries*

Textbook: Chapter 8 – Developing Nations and the World Economy

Reading: (1) Sachs, Jeffrey. *The End of Poverty*. Penguin Books, 2005. (2) Eaterly, William. *The Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. MIT Press, 2001.

<Week 7>

Theme/Theories/Key concepts: *development of international system*

Textbook: Chapter 9 – Mechanism for Governance, Reform, and Expansion of the World Political Economy

<Week 8>

Mid-term Exam

<Week 9>

Preparation for Policy Simulation

<Week 10>

Preparation for Policy Simulation

<Week 11>

Preparation for Policy Simulation

<Week 12>

Policy Simulation

<Week 13>

Analyzing the Policy Simulation

<Week 14>

Analyzing the Policy Simulation

<Week 15>

Wrap-up

**ECN310 Basic Accounting (3 Credits)**

Provisional syllabus

Spring semester

Instructor: Tsung-ming YEH, PhD

Office: A-32 (Bldg A, 4F)

Email: [yosomei@aiu.ac.jp](mailto:yosomei@aiu.ac.jp)

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

Office hours: to be announced at the beginning of the semester

**DESCRIPTION:**

Accounting is a systematic way of keeping record of corporate activities. Accounting knowledge enables us to evaluate a business' performance. This introductory course Basic Accounting is designed to give Business majors a solid foundation upon which to build their formal education in business. The approach of this course is to get students familiarized with the whole accounting cycle with simple examples of corporate activities in the beginning of the course. Students learn the step-by-step procedures leading to preparing the financial statements: income statement, balance sheet, and statement of cash flow. The second part of course will provide a focus on accounting issues associated with financing, investing and operating activities. We will discuss how these activities affect the financial statements of the firm. Also, we will demonstrate the effect of alternative accounting methods on the firm's financial performance. In the final part of course, we introduce some widely used techniques (ratios) in evaluating a firm's performance in operating efficiency, profitability, liquidity, growth and safety.

*The remaining part is in preparation.*

**ECN321 Industrial Organization (3 credit hours)\***  
Spring and Fall semesters

Provisional syllabus

Instructor: Hiroya Ichikawa, PhD

Office : A-27 (Bldg A, 4F)

email: [hiroya@aiu.ac.jp](mailto:hiroya@aiu.ac.jp)

Office hours: XXX and by appointment

**Description:** Industrial organization (IO) is the field of economics focused on the strategic behavior of firms, the structure of market, and their interactions. It is sometimes referred to as the economics of imperfect competition. Industrial organization has moved from being primarily empirically oriented to relying more extensively on sophisticated theoretical models. Historically, there have been two major approaches to IO; the structure-conduct-performance approach (SCP) and the Chicago School approach. Over the past 25 years, a good deal of consensus has developed among IO economists. The set of ideas embodied in this consensus is often called new industrial organization. A key part of new industrial organization is the use of game theory to model the behavior of firms within an oligopoly. This course attempts to use to some extent game theory as a unifying method of analysis of firms and industry conduct. Students will gain knowledge about the modern theory of industrial organization and an array of examples of industrial behavior and performance. During the course, there will be some discussion on the concept of the government-business relationship in Japan (Japan Inc), industrial policy, and “keiretsu.” This course investigates the outcome of these market structures in environments with price discrimination, product differentiation, durable goods, experience goods, collusion, signaling such as warranties and advertising, M&A, entry and exit. Students will gain understanding beyond the introductory treatment they received in principles of economics the complex nature of market mechanism.

**Objectives:** Courses in microeconomic theory usually emphasize theoretical rigor at the expense of real-world accuracy. This industrial organization course attempts to balance the two opposite directions, emphasizing a relatively more accurate depiction of the real world. This course is aimed at students who have completed at least a one-semester micro economic course. The level of technical mathematics necessary to understand all of materials is equivalent to the mathematics necessary to understand a standard intermediate microeconomics text.

**Study Materials:**

**<Textbook>**

Waldman, Don E. and Elizabeth J. Jensen. *Industrial Organization: Theory and Practice*, 3e. Pearson Addison Wesley, 2007.

**<Reference books, sources of readings and other information>**

- Ichikawa, Hiroya. “A Competition among rules: A Survey of Japan’s Competition Policy and Related Problems.” Paper presented at the Symposium on Europe and Japan: Partnership in a Changing World, Session VII, Competition among Rules, Organized by Japanese-German Center Berlin, Royal Institute of International Affairs RIIA in London, England, and Japan Institute for International Affairs(JIIA), held in Berlin, Germany, 1991.
- US Department of Commerce. “Japan. The Government-Business Relationship: A guide for the American Businessman.” Bureau of International Commerce, 1972.
- Miyashita, Kenichi and David Russell. Keiretsu: Inside the Hidden Japanese Conglomerates.

McGraw-Hill, 1994.

- Porter, Michael E., Hirotaka Takeuchi and Mariko Sakakibara. Can Japan Compete? Macmillan Press, 2000.
- Scherer, Frederic M. and David Ross. Industrial Market Structure and Economic Performance, Houghton-Mifflin, 3e, 1990.
- Shepherd, William. The Economics of Industrial Organization. Prentice-Hall, 1985.
- Schmalensee, Richard. "Industrial Organization," in The New Palgrave Dictionary of Economics, v. 2, pp. 803-08, 1987.

#### <More advanced readings>

- Shy, Oz. Industrial Organization: Theory and Applications. MIT Press, 1995. Graduate textbook.
- Tirole, Jean. Theory of Industrial Organization. MIT Press, 1988. Graduate textbook requiring extensive knowledge of calculus and game theory.
- Vives, Xavier. Oligopoly Pricing: Old Ideas and New Tools. MIT Press, 2001. Graduate textbook that follows a game-theoretic approach.

#### <Website Readings>

Students are required to follow news related to industrial organization.

**Assessment:** Students achievement of this course's objectives will be measured in the following five areas: (1) Class participation and presentation (20%) (2) News Brief Analysis (10 %) (3) Midterm exam (30%) (4) Final exam (30 %) (5) other factors (10 %)

**Academic Preparation:** Principles of Economics (or equivalent course). Fundamental understanding of the Japanese economy is recommended.

**Policies:** All assignments and exams must be completed to receive a passing grade for this course. Students are reminded not to engage in acts of plagiarism or other forms academic dishonesty.

**Course Format and Activities:** Every class starts with a brief discussion on news articles related to industrial organization. Class sessions will alternate between lectures and students presentation. Students have to complete the reading assignment before class. Classes are interactive and seminar-type.

#### **Schedule:**

<Week1>

Introduction to the course :

Grouping – leaders, and group names

About news items to be discussed in class

Assignments for class presentation

Outline of the presentation to be mailed before class

To [hiroya@aol.com](mailto:hiroya@aol.com)

Warming up Group discussion

<Weeks 2>

The basic of Industrial Organization

- Group 1: Introduction pp1/14. (chapter1)
- Group 2: The firms and its costs pp17/31 (chapter 2)  
The Neoclassical Firm
- Group 3: The profit- maximizing output level pp31/44.(chapter2)

<Weeks 3>

Competition and Monopoly

- Group 4: The economics of perfect competition pp 51/61(chapter 3).
- Group 5: The economics of monopoly,pp63/71(chapter 3)
- Group 6: Present value and discounting/Antitrust policy towards monopolization (pp71/80)  
( chapter 3)

Note:

Further detailed schedule for Week4-13 will be distributed later.

< Weeks 4>

Market structure

- Group 8: Concentration/ Relevant market/ Entry/Exit:pp88 /100 (chapter 4)
- Group 9: Economies of scale / capital cost / product differentiation. pp 100/113 (chapter4)
- Group 10: Mergers pp113/123 (chapter 4)
- Group 11: Empirical evidence pp123/134 (chapter 4)

< Weeks 5>

Monopoly Practices

- Group 12: Dominant firm price leadership; pp143/150 (chapter 5)
- Group 13: Contestable markets : pp150/156

< Weeks 6>

Market Power and Performance: The empirical evidence

- Group 14: Structure-Conduct-Performance: pp161/175(chapter 6)
- Group 15: Measures of market structure, pp176/ 187(chapter 6)
- Group 16: Prices and concentration/ New empirical  
industrial organaization:pp187/200 (chapter 6)

<Weeks 7>

Game Theory: A framework for understanding oligopolistic behaviour

- Group17: zero-sum /prisoner's dilemma:  
pp207/214 (chapter 7)
- Group18: games of mixed strategies: pp215/222(chapter 7)
- Group19: Structure-Conduct-Performance:  
pp161/175 (chapter 6)

<Weeks 8>

The development of oligopoly theory

- Group20: Cournot model/ pp230/236(chapter 8)
- Group21: Cournot-Nash Equilibrium: pp236/251(chapter 8)
- Group22: Stackelber model/ Bertrand model: pp251/262(chapter 8)

<Weeks 9>

Collusion: The great prisoner's dilemma

Group20: Prisoner's dilemma revisited/pp266/274(chapter 9)

Group21: Trigger price strategies: pp274/282(chapter 9)

Group22: Efficient Collusion: pp282/289(chapter 9)

Group 23: Antitrust policy toward collusion :pp289/299.

<Weeks 10>

Cartels in action

Group23: Effective collusion/pp303/311(chapter 10)

Group24: Most favoured Customer Clause/low price guarantees: pp311/317

Group 25: Trade and professional associations/ Excess capacity problems:  
pp317/329(chapter 10)

<Weeks 11>

Oligopoly behaviour: Entry and pricing to deter entry

Group26: Limit pricing: pp335/351(chapter 11)

Group27: Predatory pricing: pp351/362 (chapter 11)

<Weeks 12> subject to changes

Product differentiation and advertising

Group28: Forms of product differentiation: pp416/428 (chapter 13)

Group29: product differentiation with asymmetric information: pp428/434 (chapter 13)

Group30: Social benefits and cost of advertising: pp435/450(chapter 13)

Group31: Product differentiation advantages of first movers: pp451/463(chapter 13)

<Weeks 13> subject to changes

Vertical Integration and Vertical Relationships

Group32: Vertical relationship: pp563/574(chapter 16)

Group33: Competitive effects: pp575/585(chapter 16)

Group34: Public policy towards vertical restraints of trade and group Boycotts:  
pp585/596(chapter 16)

<Weeks 14> subject to changes

Regulation and deregulation

Group35: Traditional public utility regulation: pp606/619(chapter 17)

Group36: Movement from regulation to deregulation: pp619/633(chapter 16)

<Weeks 15>

Summing up

Final exam/term paper

**ECN325 Economic Development** (3 credit hours)

Provisional syllabus

Instructor: Hiroya Ichikawa, PhD

Office: A-27(Bldg A, 4F) email: [hiroya@aiu.ac.jp](mailto:hiroya@aiu.ac.jp)

Office hours: XXX and by appointment

**Description:** From the last decade of the 20th century up to present, debates about development issues have focused on the need for economic reforms to establish macroeconomic stability, the need for strong institutions and governance, and the need for social justice – involving people in decisions that affect them. In addition to the three sets of issues above, we examine in some detail three important topics involving major international organizations: the United Nations Development Program (UNDP), the World Trade Organization (WTO), and World Bank/International Monetary Fund (IMF) and their roles in the areas of poverty reduction, trade and development, and climate change. This year, particular emphasis will be placed on UNDP’s “Millennium Development Goals,” and related activities of the United Nations Committee for Development Policy (CDP), which provides inputs and independent advice to the Economic and Social Council of the United Nations. We will review specific CDP activities regarding the status of Least Developed Countries (LDCs). Students will gain insight into the complex nature of coordination among international organizations and member nations’ limits, and problems related to the effectiveness of UN activities. LDC issues will be connected to the desirability of a liberal system of international trade. This course will examine trade-related issues facing developing countries. We will look closely at some of the IMF program and ask questions: Does foreign aid work? What is structural adjustment? Finally, we will discuss climate change and development. Students will learn about new directions in development thinking, the changing world and its implications for development policies, and competing paradigms for economic development. While we examine critically UN Millennium goals- promises that world leaders have made to work together to meet concrete targets for advancing development and reducing poverty by 2015. We will study the theories of Amartya Sen, and New Institutional economists, which challenge the orthodoxies of development. Students interested in UN activities, and practical development issues are encouraged to take this course.

**Objectives:** The objective of this course is to provide students with opportunities to apply concepts and theories learned in previous economic courses to gain more insight into complex international development issues, using specific examples of UN CDP

activities, UNDP, and Bretton Woods Organizations.

**Background of the Instructor:** By way of nomination of the United Nations Secretary-General, the instructor serves as one of “24 Experts” members of the United Nations Committee for Development Policy (CDP). The instructor also served as chief economist at NIPPON KEIDANREN (日本経済団体連合会).

**Study Materials:**

**<Text Books>**

Meier, Gerald M. and James E. Rauch, *Leading Issues in Economic Development*, 8e. Oxford University Press, 2005.

**< Reference books, sources of readings and other information>**

- UNDP Human Development Report 2005. Oxford University Press, 2006.
- Amartya Sen. *Inequality Reexamined*, Russell Sage Foundation. Oxford University Press, 1992.
- Harris, John, Janet Hunter, and Colin M. Lewis, ed. *New Institutional Economics and Third World Development*. Routledge, 2003.
- United Nations. “Strengthening the International Partnership for Effective Poverty Reduction,” Committee for Development Policy. October 2007.
- United Nations. “The International Development Agenda and the Climate Change Challenge,” Committee for Development Policy. October 2007.
- United Nations. “Development Challenges in sub-Saharan Africa and post-conflict countries,” Committee for Development Policy. 2005.
- United Nations. “Overcoming Economic Vulnerability and Creating Employment,” Committee for Development Policy. October 2006.
- World Bank. *World Development Report*. 1999/2000.
- World Bank. “Assessing Aid, what works, what doesn’t, and why.” 1998.
- Hunt, Diana. *Economic Theories of Development, an Analysis of Competing Paradigms*. Harvester, Wheatshea. 1989.
- Jones, Charles I. *Introduction to Economic Growth*. W W Norton & Company, 1998.
- Ichikawa, Hiroya. “Protecting the environment: How to Balance Economic Needs.” Presented before the second conference on Human Security in Asia Pacific Region, Singapore. July 1999.
- Ichikawa, Hiroya. “Post-Reisen Jidai no Kaihatuenjo to Nichibei Kyouryoku,” Kaihatu Journal Publishing Company. 1995 (Japanese translation of “Common Vision, Different Paths: The United States and Japan in the developing world, Overseas

Development Council. Washington DC, 1993.)

- Ichikawa, Hiroya and Aiko Sakurai. "A Critical look at Japan's Official Development Assistance and Some Suggestions," in *Strategic Development Policy towards Middle East Peace and Future ODA Policy*. Edited by Kouhei Hashimoto. PHP Book, 1995 (in Japanese).
- Ichikawa, Hiroya. "Japanese Direct Investment and Development Finance," in *Yen for Development: Japanese Foreign Aid and the Politics of Burden-Sharing*. Edited by Shafiqul Islam. Council on Foreign Relations Press, 1991.
- Ichikawa, Hiroya. "Nihon no ODA nomondaiten to minnkann keizai kyouryoku no yakuwari," in *International Affairs*, June 1989, No.351.
- Ichikawa, Hiroya. "Towards a New Japan's Official Development Assistance Regime and the Role of the Private Business Sector," presented at the Second ASEAN-Japan Conference, March 1989.
- Punyaratabanchu, Suchitra. "Commitment to Good Governance" in *Development and Poverty Reduction: Methodological Issues in the Evaluation of Progress at National and Local level*, a paper prepared at the sixth Session of the Committee on Development Policy, March 29-April 2, 2004.
- United Nations. *U\_DP Human Development Report 2003*. Chapter 3, (pp.123-131)
- Coase, Ronald H. "The problem of Social Cost," in the *Journal of Law and Economics*, 3, October 1960, (pp.1-44).
- United Nations. "Mobilizing Grass Roots Support for Goals," in the *U\_DP Human Development Report 2003*, Chapter 7, (pp133-162)

**< Website General Reading >**

Students are encouraged to read articles at the website of World Bank, IMF, UNDP, and the WTO, paying particular attention to news related to development issues.

**Assessment:** News report analysis (10%); Class presentation / discussion (20%); Midterm examination ( 20%); Term paper ( 40%); Other factors (10%).

**Academic Preparation:** Principles of Economics, Statistics (or equivalents courses). A course in elementary econometrics is also desirable.

**Policies:** All assignments, examinations and term papers must be completed to receive a passing grade. Unexcused absences will negatively impact your grade. Students are expected to report news items on development issues every class.

**Course Format and activities:** Students are expected to actively participate in class discussion based on reading assignments and individual research. Students will be required to write a term paper.

**<Schedule>**

**<Week 1>**

*Theme:* Course introduction

*Activity:* Formation of groups; leaders and sub-leaders to be decided.

**<Week 2>**

*Theme:* Peace in post-conflict countries

*Reading:* paper by Panic, prepared for the March 2005 meeting of the UN Committee for Development Policy in New York. Presentation by Group 1.

**<Week 3>**

*Theme:* UNDP Human Development Report 2003

*Readings:* (1) Millennium Development Goals: A compact among nations to end human poverty. Overview (pp.1-13). Presentation by Group 2. (2) Chapter 1 (pp. 27-32).

Presentation by Group 3.

(3) Priority challenges in meeting the goals (pp. 33-67). Presentation by Group 4.

**<Week 4.>**

*Theme:* Equality , Poverty, and Welfare – the approach of Amartya Sen

*Readings:* Amartya Sen. Inequality Reexamined. (1) Introduction: Questions and Themes (pp. 1-11). (2) Equality of what? (pp. 12-30)

**<Week 5>**

*Theme:* Equality , Poverty, and Welfare – the approach of Amartya Sen (continued)

*Readings:* (1) Freedom, achievement and resources (pp. 31-38). (2) Functioning and Capability (pp. 39-55). Presentation by Group 5.

**<Week 6>**

*Theme:* Overcoming Structural barriers to growth- to achieve the goals

*Readings:* UNDP Human Development Report 2003.(67/84). Presentation Group 6.

**<Week 7>**

*Themes:* Measuring Development. Human Development Index (HDI). HDI ranking

compared to US\$ per capita GDP ranking. Evolution of measures of development.

Exchange Rate Deviation Index in relation to real GDP per capita.

*Readings:* Gerald M. Meier/ James E. Rauch. *Leading Issues in Economic Development*, 8th ed. Oxford University Press.2005. Chapter 1. (pp. 1-34). Presentation by Group 7.

<Week 8>

*Readings:* "Strengthening the International Partnership for Effective Poverty Reduction," Committee for Development Policy, United Nations, October, 2007.

Presentation by Group 8.

<Week 9

*Theme:* An introduction to the new institutional economics:

*Readings:* (1) Douglass C. North, "The New Institutional Economics and Third World Development" edited by John Harris, Janet Hunter, and Colon M.Lewis. Routledge.

Presentation by group 9. (2) Christopher Clague "The New institutional Economics and

Economic Development, (pp. 13-36). Presentation by Group 10. (3) Mancur Olson,

"The New Institutional Economics: The Collective Choice Approach to Economic

Development (pp. 37-64). (The latter two articles are from Christopher Clague, ed

"Institutions and Economic Development-Growth and Governance in Less-Developed

and Post-Socialist Countries. Johns Hopkins University Press, 1997. Presentation

Group 11.

<Week 10>

*Theme:* Social Dilemmas and Rational Individuals: An assessment of the new institutional economics.

*Readings:* (1) Robert H. Bates, "Social Dilemmas and Rational Individuals." (2) John Toye, "The New Institutional Economics and its implications for development policy."

Presentation by Group 12.

<Week 11>

*Theme:* Neoclassical (Solow model) and new growth (Romer model)

*Reading:* Charles I. Jones, *Introduction to Economic Growth*. W W Norton.1998.

Presentation by Group 13.

*Alternative readings:* (1) Romer.Paul M. " Increasing returns and Long-Run Growth." *Journal of Political Economy*, (October) 94:1002-37. (2) Lucas Robert. E. Jr. "On the

mechanism of economic development." *Journal of Monetary Economics*, (July)

22:3-42.

<Week 12>

*Theme 1:* Public policies to improve people's health and education

*Reading 1:* UNDP Human Development Report 2003 Chapter 4. Presentation Group 14.

*Theme 2:* State Failure in Weak States

*Reading 2:* Musbtaq Kban. "State Failure in Weak State: A critique of New Institutional Explanations. Presentation by Group 15.

<Week 13>

*Themes:* Historical Perspective. Division of the world. Spread of economic growth to Third World. State-Owned Enterprises and privatization. Factoral terms of trade. Why not export first? The Lewis model of the world economy. Agricultural productivity, comparative advantage, and economic growth. Income distribution, market size, and industrialization. Factor endowments. New world economies. Divergence. Big Time.

*Reading:* Meier/Rauch. "Leading Issues in Economic Development," (pp.81-131).

Presentation by Group 16.

<Week 14>

*Themes:* Investment and Finance. The Engines of growth? Investment and financial indicators in fast and slow growth economies. The AK model. Is fixed investment the key to economic growth? Financial development and economic growth. Taming international capital flows. Can foreign aid buy growth? The microfinance promise.

*Reading:* Meier/Rauch "Leading Issues in Economic Development," Chapter 3, (pp.

293-330). Presentation by Group 16.

<Week 15>

*Themes:*

*Reading:* "The International Development Agenda and the Climate Change Challenge," Committee for Development Policy, United Nations, October, 2007. Presentation by Group 17.

Final Exam

**ECN329: Marketing** (3 credit hours)

Provisional syllabus

Instructor: Hiromi MAENAKA, PhD

Spring and Fall semesters Meeting times: XXX

Office: A-28 email: [maenakah@aiu.ac.jp](mailto:maenakah@aiu.ac.jp)

**Course Description:**

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

**Course Objectives:**

After successful completion of the course, students will be able to:

- Define marketing, marketing management, and core concepts and orientations
- Describe the marketing process and the forces that influence it
- Discuss the factors of e-commerce, the challenges and the potential benefits
- Describe the environmental forces that affect a company's ability to serve its customers
- Explain how changes and trends affect marketing decisions
- Explain the marketing information system and how companies analyze and utilize the information
- Discuss the major factors that influence consumer, business, institutional and government buyers' decisions
- Define segmentation, targeting, and positioning
- Discuss the positioning strategy for maximum competitive advantage and decisions regarding their products and services, product lines, product mixes, and branding
- Explain how companies develop new product and services and manage their product life cycles
- Identify and discuss factors that affect pricing decisions and strategies
- Understand the role of marketing logistics and supply chain management, role of retailers and wholesalers

- Explain the tools of the marketing communications mix including advertising, sales promotion, public relations, sales promotion, direct marketing and the personal selling
- Understand and describe competitive marketing strategies
- Discuss economic, political-legal, and cultural environment for international marketing
- Discuss the role of ethics in marketing

**Policies:** Students are expected to participate in all class sessions. All assignments must be completed to receive a passing grade. Acts of plagiarism or other forms academic dishonesty will be dealt with harshly.

### **Class Materials**

1) Textbook

P. Kotler & G. Armstrong, Principles of Marketing, 12th Edition (Pearson International, 2008)

Additional readings will be assigned.

### **Grading Methods**

Exam 1: 15%

Exam 2: 15%

Exam 3: 15%

Group Project: 30%

Participation: 25%

**Exams:** Objective questions. Not cumulative. Make up exams will not be given. You may be allowed to take an exam early if you know in advance that you will not be able to take an exam as scheduled.

**Group Project:** The objective is to analyze marketing strategies for a product(s) and/or service(s) of a company. *The analysis* should include market environment, segmentation, targeting and positioning, the marketing mix, financial evaluation, and other factors appropriate. The marketing mix must be explained and evaluated in detail. You are asked to prepare Power Point slides, to present your work in class, and to respond to questions and critiques by the classmate. Your presentation will be evaluated by the instructor and all the students except the group members. A written report of 10-12 pages should be turned in when the presentation is made. Further explanation and instruction will be provided in class.

General guidelines for writing a report:

- Typed, double spaced, consistent use of headings, and citations.
- Avoid plagiarism (taking parts of someone's work and presenting it as your own) but give credit for the author by including a proper citation in your writing.
- Be clear about what you think and present.

Grading criteria:

- Clarity and focus of the topic.
- Integration and demonstration of what you learn from the course.
- Quality and quantity of references.
- Adequacy and strength of analysis, discussion, and conclusion.
- Organization, format and writing style (APA).

### **Participation:**

Your participation is evaluated based both on your attendance and contribution to the class activities and discussions. Your contribution will be assessed based on the quality and the frequency of your input.

### **Class Schedule:**

*Week Topic Assigned Reading*

1 Orientation/Introduction to the Course

Marketing: Managing Profitable Customer Relationships Ch.1

2 Company and Marketing Strategy Ch. 2

The Marketing Environment Ch. 3

3 Managing Marketing Information Ch. 4

Consumer Markets and Consumer Buyer Behavior Ch. 5

4 Business Markets and Business Buyer Behavior Ch. 6

#### **5 Exam 1**

Customer-Driven Marketing Strategy Ch. 7

6 Product, Service, and Branding Strategy Ch. 8-9

New-Product Development and PLC Strategy

7 Pricing Products: Customer Value Ch. 10-11

Pricing strategy

8 Marketing Channels and Supply Chain MGT Ch. 12-13

Retailing and Wholesaling

9 Communicating Customer Value: IMC Strategy Ch. 14

Advertising and Public Relations Ch. 15

Akita International University

4

10 **Examination II**

Group project consultation

11 Personal Selling and Sales Promotion Ch. 16

Direct and Online Marketing Ch. 17

12 Creating Competitive Advantage Ch. 18

The Global Marketplace Ch. 19

13 Group presentation

14 Group presentation

15 Marketing Ethics and Social Responsibility Ch. 20

**Exam III**

The class schedule may be altered depending on the need of students. Any change will be notified in advance.

**ECN 330 Corporate Finance**

Provisional syllabus

**Tsung-ming YEH, PhD**

Email: yosomei@aiu.ac.jp

Office: A32

**DESCRIPTION:**

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

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

**ACADEMIC PREPARATION:**

No particular prerequisite is necessary.

**STUDY MATERIALS:**

Textbook

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

**ASSESSMENT:**

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

**COURSE FORMAT AND ACTIVITIES:**

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

**SCHEDULE:**

- ① Business Organization & Financial Markets
- ② Accounting and Finance
- ③ Analysis of Financial Statements

- ④ Time Value of Money
- ⑤ Valuing Bonds & Stocks
- ⑥ Investing Activities & Criteria
- ⑦ Portfolio Theory
- ⑧ Risk & Return, Cost of Capital
- ⑨ Capital Structure
- ⑩ Stock-Financing

**ECN 333 Contemporary Japanese Economy (3 credit hours)**

Provisional syllabus

Semester: Spring

Instructor: Hiroya Ichikawa, PhD

Office : A-27 (Bldg A, 4F)

email: [hiroya@aiu.ac.jp](mailto:hiroya@aiu.ac.jp)

**Description:** This is an intermediate level applied course in economics prepared for junior, senior, and international students. The course in this semester will focus on the impacts of the global financial crisis on the contemporary Japanese economy. Students are expected to read daily economic and financial news papers such as Nikkei , and to identify short-term and long-run problems and discuss policy issues in each class. The role of the government, the market solutions, and the role of the civil society will be discussed. The revival Keynesian policy versus new classical economic policies and philosophies will be dealt with in the context of the contemporary Japanese economy. If class size permits, the course will be conducted in seminar format. To understand the current problems facing Japanese economy, the post-war Japanese economic model will be critically reviewed.

*The remaining part of the syllabus is in preparation.*

**ECN334 STRATEGIC MANAGEMENT (3 credit hours)\***

Instructor: Mike LACKTORIN, PhD

Office hours: By appointment (send email) Office: Bldg A (CELS office)

Email: [mlacktor@aiu.ac.jp](mailto:mlacktor@aiu.ac.jp)

Spring and Fall semesters Meeting times: TBA

\*Japanese students who matriculated prior to April 2008 will do an additional one-credit project to earn 4 credits for this course. Students taking the course for 3 credits must register for ECN334. Students taking this for 4 credits must register for BUS380.

**DESCRIPTION:** This is an advanced ‘capstone’ course for business majors. This course is the result of a merger of two courses previously offered in AIU’s Global Business curriculum – BUS390 Corporate Strategy and BUS395 Case Studies in Strategic Management. It is assumed that students have already completed nearly all requirements for the major. Ideally, this would be the last undergraduate course taken in business studies. Over the semester, students will become familiar with more than 300 concepts and theories related to corporate strategy, and an attempt will be made to integrate what students are learning in this course with what they have learned in other university courses, particularly in the area of business and economics. Frequently, after students have been introduced to a concept or theory, they will be required to demonstrate how it applies, or in some cases explain why it does not apply, in the context of Japanese firms. The structural framework of our study will be the Strategic Planning Process (SPP), a widely taught and practiced model for the formulation and implementation of strategy. The major elements are: (1) mission and goals, (2) SWOT analysis, (3) the three levels of strategy: corporate, business, and functional, (4) organizational structure, (5) control systems, (6) matching of strategy to structure and controls, and (7) management of strategic change. We will study each of these elements in turn. Students will be given opportunities to apply the concepts in a number of case studies. Whenever possible, these case studies will involve Japanese firms.

**OBJECTIVES:** This course provides students with opportunities to apply facts, concepts and theories learned in previous business courses and in this course to analyze and propose solutions to various strategic challenges and dilemmas facing managers in the real world of business, and to discover when the concepts and theories do not apply, or may apply uniquely, to the Japanese market.

**STUDY MATERIALS:**

**<Textbook>**

Hill, Charles W. L., and Gareth Jones. Strategic Management: An Integrated Approach, 8e. Boston: Houghton Mifflin, 2008.

**<Reference books, sources of readings and other information>**

(1) McKiernan, Peter, ed. Historical Evolution of Strategic Management: History of Management Thought, Vol. I and II. Aldershot: Dartmouth Publishing, 1996.

- (2) Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991.
- (3) Porter, Michael, Hirotaka Takeuchi, and Mariko Sakakibara. *Can Japan Compete?* Cambridge: Perseus, 2000.
- (4) Mintzberg, Henry. *Mintzberg on Management: Inside our strange world of organizations*. New York: Free Press, 1989.
- (5) Abegglen, James C. *21st Century Japanese Management: New systems, lasting values*. New York: Palgrave Macmillan, 2006.
- (6) Harvard Business Review. *Harvard Business Review on Advances in Strategy*. Boston: Harvard Business School, 2002.
- (7) Burgelman, Robert A., Modesto Maidique, and Steven C Wheelwright. *Strategy Management of Technology and Innovation*. New York: McGraw-Hill Irwin, 1996.
- (8) *Harvard Business Review* and various other journals.

#### <Website General Reading>

Students are strongly encouraged to follow regularly articles that appear in Harvard Business School (HBS), Wharton business school, INSEAD business school, and McKinsey & Company contributions to the 'Business Knowledge' section at 'CEO Express' website at <http://www.ceoexpress.com/default.asp>.

#### <Website Reading for News Brief Analyses (NBA)>

Students are required to read daily the English-language, online version of the *Nikkei Shimbun*. The University has a site license. Access is limited to on-campus computers at [www.nni.nikkei.ac.jp](http://www.nni.nikkei.ac.jp). Frequently, students will be required to report on how the concepts and theories they are studying are appearing in business and economic news.

#### <Website help for Comprehensive Cases>

It is possible that we will do one comprehensive case study. For information about case study learning methods, refer to: <http://www.hbs.edu/case/index.html>

**ASSESSMENT:** Student achievement of the stated course Objectives will be measured in the following four areas: (1) class participation (15%), (2) News Brief Analyses, and case studies (20%), (3) surprise quizzes (3 x 5%), (4) midterm exam (25%), and (4) final exam (25%).

**ACADEMIC PREPARATION:** Before enrolling in this course, students should have successfully completed, at a minimum, college courses in algebra, statistics, macroeconomics, microeconomics, financial accounting, principles of management, principles of marketing, and principles of finance, or their equivalents.

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

**COURSE FORMAT AND ACTIVITIES:** Generally, class sessions will alternate between lecture days and student presentation days. On lecture days we will review theories and key concepts related to our present theme. Before the lecture students will have reviewed the assigned key concepts and theories on their own. On student presentation days student teams will demonstrate the application of theories and key concepts in their analyses of current business and economic events and case studies, usually involving Japanese companies. There may be one or two field trips, most likely with students from other courses, to provide students opportunities to experience Japanese business first-hand. Fields trips may not fall on our class meeting days.

**SCHEDULE:**

<Week 1>

Theme/Theories/Key concepts: *What is Strategy? The Mission statement*

Reading from textbook: Chapter 1

News Brief Analysis (NBA)

<Week 2>

Theme/Theories/Key concepts: *External Analysis*

Reading from textbook: Chapter 2

News Brief Analysis (NBA)

<Week 3>

Theme/Theories/Key concepts: *Internal Analysis*

Reading from textbook: Chapter 3

News Brief Analysis (NBA)

<Week 4>

Theme/Theories/Key concepts: *Competitive Advantage: Functional Strategies*

Reading from textbook: Chapter 4

News Brief Analysis (NBA)

<Week 5>

Theme/Theories/Key concepts: *Competitive Advantage: Business Strategies*

Reading from textbook: Chapters 5, 6

News Brief Analysis (NBA)

<Week 6>

Theme/Theories/Key concepts: *High Technology and Global strategies*

Reading from textbook: Chapters 7, 8  
News Brief Analysis (NBA)

<Week 7>

Theme/Theories/Key concepts: *Corporate Strategies*  
Reading from textbook: Chapters 9, 10  
Midterm exam

<Week 8>

Theme/Theories/Key concepts: *Implementing Strategy*  
Reading from textbook: Chapter 12  
Field trip

<Week 9>

Theme/Theories/Key concepts: *Implementing Strategy*  
Reading from textbook: Chapter 13  
News Brief Analysis (NBA)

<Week 10>

Theme/Theories/Key concepts: *Analysis of one or more influential papers in the area of strategic management:*

(1) Henderson, Bruce D. "The Origin of Strategy." Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (2) Mintzberg, Henry. "Crafting Strategy" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (3) Eisenhardt, Kathleen, and Donald Hull. "Strategy as Simple Rules" in *Harvard Business Review*. Harvard Business Review on Advances in Strategy. Boston: Harvard Business School, 2002; and (4) Andrews, Kenneth R. "The Concept of Corporate Strategy" in McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought*, Vol. I and II. Aldershot: Dartmouth Publishing, 1996. (5) Bain, Joe S. "The Relationship of Market Structure to Corporate Performance" in McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought*, Vol. I and II. Aldershot: Dartmouth Publishing, 1996;

<Week 11>

Theme/Theories/Key concepts: *Analysis of one or more influential papers in the area of strategic management:*

(1) Porter, Michael. "Strategy and the Internet" in *Harvard Business Review on Advances in Strategy*. Boston: Harvard Business School, 2002; (2) Caves, R. E., and Michael Porter. "From Entry Barriers to Mobility Barriers: Conjecture Decisions and Contrived Deterrence to New Competition" in McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought*, Vol. I and II.

Aldershot: Dartmouth Publishing, 1996. (3) Ohmae, Kenichi. "Getting Back to Strategy" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (4) Chamberlin, Edward Hastings. "The Differentiation of the Product" in McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought*, Vol. I and II. Aldershot: Dartmouth Publishing, 1996; (5) Ghemawatt, Pankaj. "Sustainable Advantage" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991.

<Week 12>

Theme/Theories/Key concepts: *Analysis of one or more influential papers in the area of strategic management:*

(1) Porter, Michael. "From Competitive Advantage to Corporate Strategy" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (2) Porter, Michael. "What is Strategy?" in Porter, Michael, *On Competition*. Boston: Harvard Business School, 1998. (3) Levitt, Theodore. "The Globalization of Markets" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (4) Ohmae, Kenichi. "Managing in a Borderless World." Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991. Some readings may not be required. (5) *Strategic Management: An integrated approach*; (5) Rappaport, Alfred. "Selecting Strategies That Create Shareholder Value." Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991.

<Week 13>

Theme/Theories/Key concepts: *Corporate Performance, Governance, and Ethics*

Reading from textbook: Chapter 11

Outside reading assignments: (1) *Strategic Management: An integrated approach*, (2) Jensen, Michael. "Eclipse of the Public Corporation" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (3) Andrews, Kenneth R. "Directors' Responsibility for Corporate Strategy" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (4) Mintzberg, Henry. "Who Should Control the Corporation?" in Mintzberg, Henry. *Mintzberg on Management: Inside our strange world of organizations*. New York: Free Press, 1989.

Field trip

<Week 14>

Theme/Theories/Key concepts: *Analysis of one or more influential papers in the area of strategic management:*

(1) Stalk, George Jr. "Time: The next source of competitive advantage" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (2) Hammer, Michael. "The Superefficient Company" in *Harvard Business Review on Advances in Strategy*. Boston: Harvard Business School, 2002. (3) Coase, R. H. "The Nature of the Firm" in McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought, Vol. I and II*. Aldershot: Dartmouth Publishing, 1996. (4) Penrose, Edith. "Inherited Resources and the Direction of Expansion" in McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought, Vol. I and II*. Aldershot: Dartmouth Publishing, 1996. (5) Wernerfelt, Birger. "A Resource-Based View of the Firm" in McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought, Vol. I and II*. Aldershot: Dartmouth Publishing, 1996.

<Week 15>

Theme/Theories/Key concepts: *Analysis of one or more influential papers in the area of strategic management:*

Porter, Michael, Hirotaka Takeuchi, and Mariko Sakakibara. (1) "Rethinking Japanese Management," and (2) "Transforming the Japanese Company" in Porter, Michael, Hirotaka Takeuchi, and Mariko Sakakibara. *Can Japan Compete?* Cambridge: Perseus, 2000. (3) Abegglen, James C. "The Changing World Map of the Kaisha" in Abegglen, James C. *21st Century Japanese Management: New systems, lasting values*. New York: Palgrave Macmillan, 2006. (4) Prahalad, C.K., Gary Hamel. "The Core Competence of the Corporation" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991, pp. 277-300

Final exam

## Course Description of BUS-491:CASES IN BRIC's

Provisional

**BRIC** or **BRICs** are terms used first by Goldman Sachs Investment Bank in 2003 to refer to the combination of **Brazil**, **Russia**, **India**, and **China**. The main point of this paper was to argue that the economies of the BRICs are rapidly developing and by the year **2050** will eclipse most of the current richest countries of the present world. Unfortunately the BRIC scenery is changing very fast, and what was true 10 years ago is no longer so. Thus, we shall rely heavily on recent material which has been made public in the last 5 to 6 years.

Viewed from the perspective of Japanese firms, BRIC's have become very important in the last decade. For example, one dream project of Akita Prefecture is to develop its sea port as a gateway to Russia for companies in Japan. In St. Petersburg Toyota is soon opening a plant. Last week (March 19) a Human Resource manager from Alps Electric, a US\$3 Billion company, told AIU seniors that all new employees of Alps Inc. must spend one to two months of training in China, because this market is critical to them. This month *Newsweek* ran an article on "medical tourism", a thriving new business in India for 150,000 foreigners who combine sophisticated, yet inexpensive, surgery with touring of historical sites each year.

BRIC's are fast becoming important and integral players in the global economy. Since foreign direct investment (FDI), portfolio investments and outsourcing businesses have increased dramatically in these economies many specialists lump them together as "emerging markets" despite substantial differences in their political systems, cultures, reform policies and organizations. We may do some intellectual "violence" by such lumping because there is a lot of diversity even in one country.

In this course we strive to go beyond the traditional hysteria It is becoming all too fashionable these days to blame China for many of the world's problems. One objective of this course is to analyze these countries within a coherent analytical framework . For example, people forget that in the 15<sup>th</sup> century over 70% of the world GDP came from India and China. In a way, the recent rise of these countries is a return to the old balance.

### Topics to be Covered

- Quick overview & development of 4 countries, starting from the 15<sup>th</sup> century**
- Similarities and dis-similarities of the development processes of the 4 nations**
- Diversities in the business development process within a particular country**
- Implications to and investments made by Japan's businesses**
- Stories from the trenches of business: Harvard Business Cases in Brazil, China, and**

## **India**

- **Group projects by students**

### **Learning Method for this Course:**

The class will be run in a seminar format where students are expected to report and discuss their findings on various aspects of BRIC's businesses. Thus, our learning model is inductive, and heavily based on class discussions and participation. Group projects should aim at integrating analysis, knowledge and understanding of these four countries. Since this topic is so dynamic, students are expected to keep abreast of breaking business news of BRIC's and share them. There will be two midterms but not a final exam. Those students who are signed up for 4 units of credit must submit an additional paper on an aspect of BRIC business . .

### **A Partial List of Course Material:**

Much of the material on BRIC's is available from the various university and corporate web sites.

**1. Goldman Sachs Report, with updates in 2007**

<http://www2.goldmansachs.com/ideas/brics/book/BRIC-Full.pdf>

**2. BRIC's 30 億人市場の近未来, *Harvard Business Review*, May, 2005 [I will try to get the English version.]**

**3. P&G Business Cases in Brazil, *Harvard Business School*, 2007, 2008**

**4. Papers by Y. S. Huang of MIT on comparison of development styles of India and China, ,<http://web.mit.edu/yshuang/www/>**

**5. BBC audio special on BRIC's, featuring J. Dales of Goldman Sachs, Clyde Prestokowitz, 2005**

[http://news.bbc.co.uk/2/hi/programmes/documentary\\_archive/4287292.stm](http://news.bbc.co.uk/2/hi/programmes/documentary_archive/4287292.stm)

**6 . Clyde Prestowitz lecture at MIT on India and China, 2006**

<http://mitworld.mit.edu/video/358/>

**7. Investing in Emerging Market: China, India, Russia Conference at the University of California, Berkeley, Oct. 7, 2005**

<http://www.haas.berkeley.edu/HaasGlobal/emergingmarketsconferencevideo.html>

**8. R. Semler [CEO in Brazil] , *The Seven-Day Weekend* (Portfolio, 2004)**

**9. Documentary videos on BRIC's made in the US, Japan, China**

## **HIS 210: US History**

Provisional syllabus

**Instructor: Itsuki Kurashina**

**Office: C-1 Office Telephone: 018 (886) 5990**

**E-mail: [ikurashina@aiu.ac.jp](mailto:ikurashina@aiu.ac.jp)**

### **Course Goals**

This course has two primary goals:

1. The students will acquire basic information about the recent history of the United States in order to prepare for further studies in American Studies.
2. The students will gain an understanding of changing images of “America” in the United States and various expressions of these images in domestic as well as international scenes.
3. The students’ ability of critical reading will be improved.

### **Course Description**

This class will explain the characteristics of the United States of America by analyzing the historic changes in politics, economy, society, thought and culture. Especially this class focuses on images of “America” and their expression in domestic and international scenes. From this focal point, this class is designed to show interrelations of internal changes and international development of the United States.

### **Classroom Activities**

Basic information will be provided in the lectures. The students have to submit two short papers on the textbook. These papers should be handed to another participating student, who should criticize the paper and make comments to improve it. The students also have to read two assigned documents and write a short analysis paper.

**Prerequisite:** None

### **Evaluation**

**Two short papers 20% (10% for each):** Students attending have to read the assigned part of the textbook and provide information requested by the instructor. The paper must not be more than one, double-spaced, A-4 paper.

**Critical analysis of another student’s short papers 20% (10% for each):** Separate from the instructor’s evaluation of the two short papers above, the students are also assigned to read another student’s paper and discuss the points of improvement. The criticism should be written in one, double-spaced, A-4 paper,

and the instructor evaluates it as an indication of the student's ability of critical reading.

Analysis of documents 20%: Students are expected to read assigned historical documents and write a paper responding to the instructor's question on these documents. The paper should be no more than **two**, double-spaced, A-4 paper.

Examination 30%: An in-class, closed-book examination will be held at the end of the semester. All questions consist of multiple-choices, matching, and T/F.

Attendance 10%

Participation to Class Discussion Extra Points (up to 5%)

### **Course Materials**

Textbook: John M. Murrin, Paul E. Johnson, James M. McPherson, Gary Gerstle, Emily S. Rosenberg, and Norman L. Rosenberg, *Liberty, Equality, Power: A History of the American People*, Concise Fourth Edition (Belmont, CA: Thomson Wadsworth, 2007)

Suggested Materials: Following four books would be helpful when students would like to study further in Japanese.

- \*Natsuki Aruga & Yui Daizaburo, eds., *Amerika no Rekishi: Tema de Yomu Tabunka Shakai no Yume to Genjitsu* [*The Topical History of the United States of America*] (Yuhikaku, 2003)
- \*Jun Furuya, *Amerikanizumu: "Fuken Kokka" no Nashonarizumu* [*Americanism: Nationalism and the "Universalist State"*] (University of Tokyo Press, 2002)
- \*Eiichi Akimoto & Hideki Kan, *Amerika Nijjuseiki Shi* [*Twentieth-Century American History*] (University of Tokyo Press, 2003)
- \*Kaname Saruya, *Monogatari Amerika no Rekishi* [*Stories of American History*] (Chuo Koron Sha, 1991)

### **Course Schedule**

1st        **Course Introduction**

2nd        **Colonial Development**

Required: *Liberty, Equality, Power*, pp. 43-56 (14 pages)

3rd        **Independence of the United States**

Required: *Liberty, Equality, Power*, pp. 128-133, 148-157, 166-170, 187-191 (26 pages)

4th **Industrialization in the North**

Required: *Liberty, Equality, Power*, pp. 240-258 (19 pages)

5th **The South and the Civil War**

Required: *Liberty, Equality, Power*, pp. 258-262, 297-303, 357-360 (16 pages)

6th **Westward Expansion and Native Americans**

Required: To Be Announced

**\*\*\*First Short Paper is due on September 22nd\*\*\***

7th **Industrialization and Its Critics**

Required: *Liberty, Equality, Power*, pp. 481-502 (11 pages)

8th **Economic Expansion and Immigration**

Required: *Liberty, Equality, Power*, pp. 505-512, 514-522 (17 pages)

9th **Emergence of New Economic Institutions**

Required: *Liberty, Equality, Power*, pp. 492-497, 512-514, 524-531 (12 pages)

**\*\*\*Criticism on the First Paper is due on October 1st\*\*\***

10th **Progressivism I – Municipal and State Reforms**

Required: *Liberty, Equality, Power*, pp. 533-549 (17 pages)

11th **Progressivism II – National Reform**

Required: *Liberty, Equality, Power*, pp. 549-558 (10 pages)

12th **Foreign Policy under Progressive Presidents**

Required: *Liberty, Equality, Power*, pp. 569-583 (15 pages)

13th **World War I and Wilson's Diplomacy**

Required: *Liberty, Equality, Power*, pp. 585-592 (9 pages)

14th **The United States under World War I**

Required: *Liberty, Equality, Power*, pp. 592-607 (16 pages)

15th **The 1920s I – Prosperity under an Associative Government**

Required: *Liberty, Equality, Power*, pp. 610-621 (12 pages)

**\*\*\*Second Short Paper is due on October 22nd\*\*\***

18th **The 1920s II – Left behind the Prosperity**

Required: *Liberty, Equality, Power*, pp. 622-635 (14 pages)

19th **The Great Depression and FDR**

Required: *Liberty, Equality, Power*, pp. 638-645 (8 pages)

20th **FDR's Efforts to Save the Country**

Required: *Liberty, Equality, Power*, pp. 646-661 (16 pages)

**\*\*\*Criticism on the Second Short Paper is due on November 5th\*\*\***

21st **New Deal's Domestic and International Impacts**

Required: *Liberty, Equality, Power*, pp. 662-670, 672-675 (13 pages)

22nd **WWII and the US Society**

Required: *Liberty, Equality, Power*, pp. 675-679, 687-695 (14 pages)

23rd **"One World" to Containment**

Required: *Liberty, Equality, Power*, pp. 695-697, 699-710 (15 pages)

24th **Domestic Impacts of Containment**

Required: *Liberty, Equality, Power*, pp. 710-723 (14 pages)

**\*\*\*Analysis of documents is due on November 19th\*\*\***

25th **Affluence and Discontents**

Required: *Liberty, Equality, Power*, pp. 732-745, 750-753 (17 pages)

26th **Under the Vietnam War**

Required: *Liberty, Equality, Power*, pp. 755-771 (17 pages)

27th **The Nixon Years**

Required: *Liberty, Equality, Power*, pp. 771-781 (11 pages)

28th **Social Changes and Conservative Rebound**  
Required: *Liberty, Equality, Power*, pp. 783-792, 797-809 (23 pages)

29th **Reagan Revolution**  
Required: *Liberty, Equality, Power*, pp. 811-826 (16 pages)

30th **Review**

**\*\*Examination in the Final Week\*\***

**HIS250-1: Introduction to East Asian Studies**      Provisional syllabus

**Instructor:** C. Kenneth Quinones, Wo-Lap Lam

Mizuno Norihito, Naoya Yamazaki

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

**Office Hour:** To be announced by each faculty

**Office Telephone:** 5941 (Quinones), 5975 (Mizuno),  
5882 (Yamazaki)

**E-mail:** [ckquinones@aiu.ac.jp](mailto:ckquinones@aiu.ac.jp) (Quinones)

[nmizuno@aiu.ac.jp](mailto:nmizuno@aiu.ac.jp) (Mizuno)

[yama708@aiu.ac.jp](mailto:yama708@aiu.ac.jp) (Yamazaki)

**Course Objectives**

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

**Course Description**

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

**Classroom Activities**

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

**Prerequisite**

None

### **Evaluation**

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

### **Course Materials**

Materials will be distributed by each faculty.

### **Course Schedule**

*The class schedule is in preparation.*

## **GEO220 REGIONAL GEOGRAPHY OF NORTH AMERICA (3 credit hours)**

Instructor: Norie OSHIMA, PhD

Office hours: TUE & THU 13.00-14.30

email: [n-oshima@aiu.ac.jp](mailto:n-oshima@aiu.ac.jp)

Semesters: Spring2009

Meeting times:

**DESCRIPTION:** Regional geography deals with wide range of subjects and tries to find regional characteristics. This course designed to help students understand geographic characters of Canada and United States by studying both physical and human features of the area. We will consider geographical regions that have a certain distinctive regional characteristics. The main goal of this course is to grip background factor of regional characteristics that has been formed in regions for quite a long time. Both historical and contemporary issues will be discussed.

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

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

### **STUDY MATERIALS:**

#### **<Textbooks>**

- \* Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*. New York: John Wiley and Sons.

The text book is in the library. During the course term, the book is in the faculty reserve in the library. You can borrow the text book from the faculty reserve for only a limited time (probably one hour) in order to let every student can access to the text book. Off course students can purchase the text book by themselves. The price of the text book is about 12,000yen (Second hand one is about 5,000yen).

#### **<Reference books, sources of readings and other information>**

- \* Bone, R.M. (2002): *The Regional Geography of Canada*. Oxford: Oxford University Press.
- \* Warkentin, J. (2000): *A Regional Geography of Canada: Life, Land, and Space*.

Scarborough: Prentice Hall.

\*Jordan, T., Domosh, M. and Rowntee, L. eds. (1994): *The Human Mosaic*. New York: Harper Collins.

### **ASSESSMENT:**

*10%: Class Attendance and active participation in discussions*

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

*30%: Quiz based on a previous class*

*30%: A research paper*

- 20% 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.

- 10% is for a presentation in a class

Students have a presentation that will be scheduled in the later stage of the course.

*30%: 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 a junior and a 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. Absence due to job hunting work is bargainable.

**COURSE FORMAT AND ACTIVITIES:** Lecture, presentation, and Discussion

### **SCHEDULE:**

<Week 1>

Theme: Introduction of the Course and Regional Geography

Readings: none

Theme: Regions and Themes

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.3-21.

<Week 2>

Theme: Geographical Patterns of the Physical Environment

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.22-49.

Theme: Foundations of Human Activity

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.51-71.

<Week 3>

Theme: Magalopolis

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.72-105.

Theme: The North American Manufacturing Core

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.107-129.

<Week 4>

Theme: Canada's National Core

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.131-149.

Theme: The Bypassed East

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.151-167.

<Week 5>

Theme: Appalachia and the Ozarks

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.169-188.

Theme: The Changing South

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.189-216.

<Week 6>

Theme: The Southern Coastlands: on the Subtropical Margin

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.217-237.

Theme: The Agricultural Core

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.239-261.

<Week 7>

Theme: The Great Plains and Prairies

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.265-288.

Theme: The Empty Interior

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.289-314.

<Week 8>

Theme: The Southwest Border Area: Tricultural Development

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.315-333.

<Week 9>

Theme: The Southwest Border Area: Tricultural Development

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.

New York: John Wiley and Sons, p.315-333.

Theme: California

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.335-364.

<Week 10>

Theme: The North Pacific Coast

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.365-388.

Theme: The Northlands

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.389-406.

<Week 11>

Theme: Hawaii

Readings: Birdsall, S.S. (2005): *Regional Landscapes of The United States and Canada*.  
New York: John Wiley and Sons, p.407-420.

Theme: A presentations on arbitrary-chosen subject: 1

Readings: None

<Week 12>

Theme: A presentations on arbitrary-chosen subject: 2

Readings: None

Theme: A presentations on arbitrary-chosen subject: 3

Readings: None

<Week 13>

Theme: A presentations on arbitrary-chosen subject: 4

Readings: None

Theme: A presentations on arbitrary-chosen subject: 5  
Readings: None

<Week 14>

Theme: A presentation on arbitrary-chosen subject: 6  
Readings: None

Theme: A presentations on arbitrary-chosen subject: 7  
Readings:None

<Week 15>

Theme/Theories/Key concepts: Final Exam  
Readings: None

**HIS300 Modern History of Korea (Since 1945)**

**Spring Term 2009: Mon. & Wed. 14:00-15:15**

**Instructor: C. Kenneth Quinones, Ph.D.**

**Office: C-9**

**Office Hours: Tuesday 13:00-14:00**

**15:30-16:15:30-16:45**

**Wed. 10:30-11:45**

**Telephone: 5941**

**Email: [ckquinones@aiu.ac.jp](mailto:ckquinones@aiu.ac.jp)**

**1. Course Goals**

The course has three primary goals:

- improve ability to use the English language to acquire new information;
- develop critical thinking by learning how to assess the importance and validity of information; and
- use their English skills and newly acquired information to define and defend a personal point of view on controversial issues in Korean history.

**2. Course Description**

The Korean Peninsula is the political and geographical center of Northeast Asia. Historically it has served as the cultural bridge between China and Japan. Since the end of the 19<sup>th</sup> Century, the peninsula has been the setting for numerous wars: the 1894-5 Sino-Japanese War, 1904-05 Russo-Japanese War, the 1950-53 Korean War and the Cold War. Today, peace and stability in Northeast Asia hinges on the situation on the Korean Peninsula. Korea's division into two rival states and North Korea's continuing pursuit of a nuclear arsenal sustain the possibility of another Korean War.

This introductory course will outline the key developments and trends on the Korean Peninsula since 1945 until 2000. Particular attention will be paid to the origins of Korea's division, the Korean War, its consequences and the formation of South and North Korea as rival states. Also, South Korea's emergence as a prominent player in the world economy and North Korea's development of a nuclear weapons capability will receive particular attention.

**3. Classroom Activities**

Basic information will be provided during lectures, but students will be expected to engage frequently in discussions and debates, and to demonstrate their knowledge of the course materials in quizzes.

**Prior Academic Preparation**

None

**4. Evaluation**

Written Quizzes 90%: There will be three short written examinations to test students' ability to identify important persons and dates in Korean history. Students will be provided a list of key terms and dates to study. Students will be graded according to

ACCC: Accuracy of information, Clarity of written and verbal English, Conciseness and Comprehensiveness of each answer.

Class Participation 10%: Students are to attend all classes and to engage in asking questions and expressing their views on controversial issues.

### **Course Materials**

All reading materials will be on reserve in the library. Selected materials will be distributed in class.

## **5. Class Schedule and Reading Assignments**

### **Week 1 - Course Introduction**

#### **Week 2 - Japan's Colonization of Korea**

- A. Traditional Korea 1876-1910
- B. Colonial Korea 1910-1945

#### **Week 3 - Korea Divided – 1945-1950**

- A. From Cairo to Yalta
- B. Super Power Rivalry on the Peninsula
- C. ROK vs. DPRK

#### **Week 4 – Korean War – Setting the Stage - 1949-50**

- A. Soviet Priorities – New China's Rise
- B. US Indecision and Withdrawal
- C. ROK Suppression of Communism

#### **Week 5 – Korean War – Limited vs Global War**

- A. North Korea's Invasion of the South – June – September 1950
- B. United Nation Intervention – September – November 1950
- C. People's Republic of China Intervention – Nov. 1950 – Feb. 1951
- D. Stalemate

#### **Week 6 –**

- Review**
- Quiz #1**

#### **Week 7 – Korean War's Consequences**

- A. The Korean War Armistice
- B. Korea's Lose and Japan's Gain
- C. Containment and Confrontation – 1953-1990

### **Week 8 – Rival Regimes**

- A. Kim Il Sung's DPRK
- B. Syngman Rhee's ROK  
Anti-Japan, anti-communism, anti-Americanism
- C. Post War Reconstruction
  - a. USSR-DPRK Alliance
  - b. PRC-DPRK Alliance
  - c. US-ROK Alliance
  - d. *Chosen soren*

### **Week 9 –**

- A. Review
- B. **Quiz #2**

### **Week 10 - Park Chung Hee Era**

- A. Student Revolution – April 19, 1960
  - Chang Myon – Democracy's Failure
  - Military Coup – 1961 and Park Chung Hee

### **Week 11 - Park's Economic Strategy**

- A. Raising Capital
  - Relations with Japan
  - ROK troops to Vietnam
- B. Command Economy
  - Economic Planning Board
  - 5 year economic plan
  - Chaebol
- C. Infrastructure and Heavy Industry
  - Seoul-Pusan Expressway
  - Roads and Railroads
  - Steel, ships and cars

### **Week 12 - The Shift to Engagement**

- A. US Withdrawal from Southeast Asia
  - North Korean Hostility – 1968
  - US troop withdrawal from Korea
- B. US-PRC Normalization
  - North-South Talks
  - Park's Nuclear Ambitions
- C. *Yushin Constitution* and Rise of Political Opposition – 1971-75
  - Kim Dae-jung
  - Kim Yong-sam
  - Mrs. Park's Assassination

### **Week 13 – Park Era’s Traumatic End**

- A. US-ROK Friction – 1976-79
  - Park’s Nuclear Program
  - President Carter’s Human Rights Policy
  - Park’s Assassination – 1979
- B. Rise of Chun Doo-hwan and
- C. Kwangju Chun’s Authoritarian Regime and Economic Success

### **Week 14 – Democratization**

- A. Roh Dae-woo and the Three Kims
- B. *Nordpolitik* and the 1988 Olympiad
- C. National Reconciliation or Nuclear Arsenal

### **Week 15 –**

#### **Review**

#### **Final Quiz #3**

#### **Biography:**

Dr. Quinones currently is the Dean of Research and Professor of Global Studies at AIU. He received his Ph.D. in History and East Asian Languages from Harvard University in 1975. His areas of study were: Modern Japan, early modern China and Korea, plus he studied classical Chinese, modern Chinese, Japanese and Korean. From 1974-1980 he was an assistant professor of East Asian History (Japan and China) at St. Michael’s College (Vermont), Tufts University (Boston) and Trinity College (Hartford, CT.). In 1980, President Reagan appointed him a Foreign Service Officer in the US diplomatic corps. He was the first US diplomat to visit North Korea, and the first to serve in both South and North Korea. He also served at the US Embassy in Japan and helped negotiate an international agreement regarding refugees from Vietnam, Laos and Cambodia. In 1997 he retired with 22 years of US government service.

Before coming to AIU in April 2006, he worked at think tanks in Washington DC (U.S. Institute of Peace and the International Center), with the Asia Foundation in South Korea and the humanitarian organization Mercy Corps. Between 2001 and 2005 he wrote three books which were published in Japan, South Korea and the United States.

His publications can be viewed on his web site at: [www.ckquinones.com](http://www.ckquinones.com).

## HIS310 MODERN HISTORY OF RUSSIA 3 credits

Instructor's Name Alexander Dolin  
Office  
Office Hours  
E-mail address [alexanderdolin@aiu.ac.jp](mailto:alexanderdolin@aiu.ac.jp)  
Semesters spring semester  
Day and time Tuesday, Thursday 10:30-11:45

### COURSE DESCRIPTION

This course is designed as an overview of major stages in Russian history from the end of the 19<sup>th</sup> through the beginning of the 21<sup>st</sup> Centuries, with a general introduction to early Russian history, religion and culture. The roots of the Russian revolution are tracked through the concepts of the 19<sup>th</sup> Century populists and leftist extremists which brought the Empire to collapse. Lenin's social initiatives and Stalin's authoritarian rule are reconsidered in the context of world history with a special focus on the ideology of totalitarianism. The postwar crisis of the Soviet regime is shown as a prerequisite for Gorbachev's Perestroika reforms, eventually leading to the fall of the USSR and the emergence of the new democratic Russian Federation. Scrutinizing analyses of Putin's current policies brings the course to a conclusion.

### COURSE OBJECTIVES

1. Introduce students to the milestones of New Russian History and Culture.
2. Develop students' analytical thinking and critical approach to the problems of history.
3. Explain the place of Russia as a political and military superpower in the globalizing world.

### STUDY MATERIALS

D. MacKenzie, M.W.Curran "Russia and the USSR in the Twentieth Century",  
4<sup>th</sup> edition.  
Special video materials.

### ASSESSMENT

Percentage of each grading item

Homework assignments 100 points	25%
Participation in discussion 100 points	20%
Final examination 200 points	55%

Total number of points 400

## **EXPECTED ACADEMIC BACKGROUND**

Sufficient English proficiency (EAP – 3 level and above)

## **POLICIES**

Attendance is required.

Interest in the subject is encouraged.

Presentation skills are appreciated.

Learning Russian language is considered an advantage.

## **FORMAT AND ACTIVITIES**

Lecture/seminar with regular presentations and discussions.

Viewing documentaries for the select classes .

## **CLASS SCHEDULE**

### **1. Background and Early History**

Geography and Historical Contacts – The Family of Nations – Religious Roots – The Emergence of Russian State – Kiev Russia - Russian Heartland and the Concepts of Imperial Power – The Dynasties.

### **VIDEO SESSION**

### **2. From the Middle Ages to the End of the 18<sup>th</sup> Century.**

The Mongol Yoke and the Retarded Pace of Historic Evolution – Moscow and the Final Liberation of the Nation – Ivan the Terrible and his Age – Peter the Great and his Age – Russia and Europe – Catherine the Great and her Age.

### **VIDEO SESSION**

### **3. 19<sup>th</sup> Century – The Golden Age of Russian Culture**

The National Patriotic War against Napoleon's Invasion – The First Liberalist Movements – Pushkin, Lermontov, Gogol and other great writers - The Major Reforms – The Formation of Russian Intelligentsia.

### **4. The Revolutionary Trends in the Late 19 – Early 20<sup>th</sup> cc.**

Revolutionary Populism – The Development of Marxism – From Populism to the Socialist Revolutionaries – The Emergence of the Revolutionary Terrorism – Tolstoy, Dostoevsky and other Humanists.

## **VIDEO SESSION**

### **5. Revolution, Reaction and Reform (1904-1914)**

Russo-Japanese War and its Consequences – The First Russian Revolution of 1905 – Creation of the Duma (Parliament) Monarchy – Political Development and the Rise of the Leftist Parties – Economic and Social Growth of the Nation.

### **6. The Silver Age of Russian Culture (Late 19 – early 20<sup>th</sup> cc.)**

Literature – Painting – Architecture - Music – The Most Advanced Culture of the Intellectuals and the Conservative Masses.

### **7. Presentations and discussions**

### **8. Russia in the World War 1 and the Bourgeois Revolution**

Russian Empire in the World War 1 – Wartime Diplomacy and Alliances – The Degrading Army – Bolsheviks and the Home Front – The Total Crisis of the Administration – The March Revolution and the Abdication of the Tsar.

### **9. From March to November 1917**

The “Dual Power” - The Bolsheviks under Lenin’s Leadership – Kornilov and the Rightward Shift – The Leftist Push – The November Revolution as a Perfect Coup d’état. – The Power of Terror.

### **10. Civil War and War Communism (1917-1921)**

First Steps of the Bolsheviks – The Beginning of the Civil War – The Reaction of the West and the Antanta Invasion – Further Developments – The Bloody Victory.

### **11. The New Economic Policy and Power Struggle (1921-1927)**

Economic and Political Controls of NEP – Lenin’s Last Years – The Struggle over Succession – The Advent of Stalin.

### **12. Presentations and discussions**

### **13. The Soviet Union under Stalin’s Rule 1**

Struggle in the Communist Party and Stalin’s Triumph (1929-1934) – The Great Purges – The Policy of State Terror – Oppressed Religions – Totalitarian Machine and the Nation – The Cult of Personality – The Realm of Fear.

## **VIDEO SESSION**

### **14. The Soviet Union under Stalin’s Rule 2**

The Great Industrialization Debate (1924-1928) - The Five Year Plans – Playing on the Enthusiasm – Forced Collectivization and the Tragedy of Russian Peasantry – The Totalitarian Abuse of Culture – Ideological Press – Stalin’s “Cultural Revolution” in Education – Anticosmopolitan Policy and the Arts.

#### **15. Soviet Foreign Policy and World War 2**

The USSR versus the West (1917-1927) – Neoisolationism (1928-1933) – Steps to Collective Security (1934-1937) – Soviet-Japanese Conflicts – The Nazi-Soviet Pact (1939-1941) – The German Invasion – The 1942 Campaign and the Turning Point of the War – Soviet Offensives and Allied Victory - The USSR and the Far Eastern War.

#### **VIDEO SESSION**

#### **16. From Postwar Stalinism to Khrushchev Era (1945 – 1964)**

The Establishment of Socialist Regimes in Eastern Europe – Stalin’s New Purges – The Crusade against Intellectuals – The Access to Nuclear Power – The Beginning of the Cold War – The Death of Stalin and Khrushchev’s De-Stalinization Policy – A Failure in the Agriculture Reforms – Confronting the West – Khrushchev’s Fall.

#### **17. The Brezhnev’s Era (1964-1982)**

Brezhnev’s Rise – Nationalism and Dissent – Cold War Concepts - Military Expenses – The Exploration of Space – Stagnation in Economy – Failing Ideology – Culture under Brezhnev - Soviet Intellectuals and the West – Out of Vicious Circle.

#### **18. The Soviet Gerontocracy Rule (1982-1985)**

From Brezhnev to Andropov – The Attempts of the Reforms – From Andropov to Chernenko - Degrading Economy – Total Crisis of Soviet Socialist System.

#### **19. Gorbachev and Perestroika Reformation (1985-1991)**

Gorbachev’s Way to Power – “Openness” and Political Freedom – The Rise of Nationalism in the Soviet Republics – The Restoration of Russian Orthodox Church - Perestroika’s Impact on the Economy – Social Changes – The Dissolution of the Socialist Block – The End of the Cold War.

#### **VIDEO SESSION**

#### **20. The Collapse of the USSR (1991)**

Gorbachev’s Promises and Reality - Yeltsin’s Rise and the Phantom of Democracy – Political Struggle and the Nations – The August Communist Coup – The Demise of the Soviet Union: Sacrificing the Country to Personal Ambitions – The Fall of Gorbachev - The Still-born Commonwealth of Independent States.

#### **21. Presentations and discussions**

## **22. The Yeltsin Era (1991-1999)**

The Legacy of Soviet Communism – Dismantling the Political System – Dismantling the System of Social Security – Dismantling the System of Academic Research - The Privatization Reforms as the Greatest Fraud in History – From Populist Democracy to Populist Autocracy – Chaos in Economy – The Rise of Criminal Structures – The Legacy of Total Corruption – Chechen Revolt.

## **23. The Putin Presidency (1999- c/t)**

Putin's Career and the Way to the Top – Chechen War – A Stake on the KGB (FSB) Power – Consolidation of the State – Controversial Economic Policy – A Dialogue with the West – Natural Resources and Russia's Economic Progress – Stratification of the Society – Prospects of Further Growth – Russia with Putin and after him.

## **24. Final Examination**

## **HIS320 Modern History of Mongolia**

Provisional syllabus

### **DESCRIPTION:**

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

### **STUDY MATERIALS:**

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

### **EVALUATION:**

an exam given on the last class 30%

An essay 40%

Class participation 30%

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

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

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

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

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

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

(Weeks 8-9) Qubilai QaGan's construction of the empire. Prosperity of

Daidu written in Marco Polo's report. Attacks on Japan.

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

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

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