

Instructor: Takashi YAMAMOTO, PhD

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Office hours: TBA

Office: A4-7 (4th floor, A building)

Semester: Fall

Class hours: M & W 15:30-16:45

DESCRIPTION: This course will provide principles of microeconomics. In this course, we study how scarce resources are allocated within the market system (using the price mechanism). We consider actions of, and the interactions among, three economic agents within this system: (i) consumers, (ii) producers, and (iii) government. In this course, students will be introduced to simple and abstract models of decision-making of the three economic agents. Using these models, we will analyze the outcomes when these agents interact in the marketplace. Students will be able to understand the principles underlying the decision-making of economic agents, and how their decision-making would change when incentives of and environment around those agents become different. By actively participating in this course, students are expected to obtain (i) about 50 key concepts of microeconomics, (ii) the basic methodology and models in microeconomics and their application to hypothetical situations, and (iii) the ability to analyze real-world economic issues in the US, Japan, and other economies.

STUDY MATERIALS:

<Textbooks>

- **Mankiw, N. Gregory. Principles of Microeconomics, 5th Edition.** Cengage South-Western, 2009.

You do not have to purchase the 5th edition if you already have the 4th edition of the textbook. Most of the contexts in both books are very similar.

<Study Guides>

- **Hakes, David R. Study Guide to accompany Principles of Microeconomics, 5th Edition.** Cengage South-Western, 2009.
- Go to: http://www.cengage.com/economics/mankiw/edition_5/micro.html, and click “Student Resources.” The website has various information including links and on-line sample exam questions.
- Use of these study guides is not mandatory, but many students reported that the study guides have been helpful in understanding difficult concepts and in preparing for homework assignments and exams.

<Reference books, sources of readings and other information>

- Go to <http://economics.about.com/od/economicsglossary/> for the Glossary of Economics Terms
- **Roberts, Russell. The Invisible Heart: An Economic Romance**. Cambridge: MIT Press, 2002. This is a romantic novel that uses many principles of microeconomics. You will appreciate the plots and it would become difficult for you to forget the principles of economics.
- Handouts on economic issues will be delivered in class, when necessary.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following areas: (i) 1st Examination (20%), (ii) 2nd Examination (30%), and (iii) Final Examination (40%), and (iv) Class participation (10%). Students *may* improve the overall scores by completing extra assignments.

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

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

SCHEDULE:

<Week 1>

Theme/Theories/Key concepts: *introduction to economics*

Textbook: Chapter 1 – Ten Principles of Economics

<Week 2>

Theme/Theories/Key concepts: *economic models, microeconomics & macroeconomics, positive vs. normative analysis*

Textbook: Chapter 2 – Thinking Like an Economist

<Week 3>

Theme/Theories/Key concepts: *opportunity cost, absolute vs. comparative advantages, gains from trade*

Textbook: Chapter 3 – Independence and the Gains from Trade

<Week 4>

Theme/Theories/Key concepts: *demand, quantity demanded, normal & inferior goods, complements & substitutes, supply, quantity supplied, equilibrium, surplus, shortage*

Textbook: Chapter 4 – The Market Forces of Supply and Demand

<Week 5>

Review and the 1st Examination

<Week 6>

Theme/Theories/Key concepts: *price elasticity of demand, income elasticity of demand, cross-price elasticity of demand, price elasticity of supply*

Economic issue: *How much customers do coffee houses lose due to price increase of premium coffee?*

Textbook: Chapter 5 – Elasticity and Its Application

<Week 7>

Theme/Theories/Key concepts: *price ceiling, price floor, tax incidence*

Economic issue: *The Futility of Price Controls (economic consequences of price controls)*

Textbook: Chapter 6 – Supply, Demand, and Government Policies

<Week 8>

Theme/Theories/Key concepts: *consumer surplus, producer surplus, efficiency, equity*

Textbook: Chapter 7 – Consumers, Producers, and the Efficiency of Markets

<Week 9>

Theme/Theories/Key concepts: *deadweight loss, tax revenue*

Textbook: Chapter 8 – The Costs of Taxation

<Week 10>

Review and the 2nd Examination

<Week 11>

Theme/Theories/Key concepts: *positive & negative externalities, internalization, Coase theorem, transaction costs, corrective (Pigouvian) tax, tradable permit*

Economic issue: *Rakugo short-short (kobanashi) of Kabayaki*

Textbook: Chapter 10 – Externalities

<Week 12>

Theme/Theories/Key concepts: *excludability, rivalry, private goods, public goods, common resources, free rider, Tragedy of the Commons*

Textbook: Chapter 11 – Public Goods and Common Resources

<Week 13>

Theme/Theories/Key concepts: *explicit costs, implicit costs, economic profit, accounting profit, production function, diminishing marginal product, total cost, fixed costs, variable costs, average cost, marginal cost, efficient scale, economies & diseconomies of scale, constant returns to scale*

Economic issues: *Some hotels ask customers whether it is all right not to change the sheets every night. Is this for environment protection, or for more profits?*

Textbook: Chapter 13 – The Costs of Production

<Week 14>

Theme/Theories/Key concepts: *competitive market, average revenue, marginal revenue, profit maximization, sunk cost, entry, exit, shutdown*

Textbook: Chapter 14 – Firms in Competitive Markets

<Week 15>

Review and the Final Examination

Education Systems

FALL 2009

Instructor: Tomomi SAEKI, Ph.D.
Style of Class: lectures; presentations and discussions
Number of Credits: 2
E-mail: saekitomomi@aiu.ac.jp

COURSE DESCRIPTION

This course is open for both home and overseas students and conducted in English. It gives the students support so that they can gain a basic understanding of education systems, education laws and regulations, and everyday issues in education. The topics will mainly be on the Japanese educational systems but we will occasionally examine those found overseas for comparison. This course is mandatory for those students wanting to gain a high school teacher certificate in Japan. Therefore, this course tries to give students opportunities to allow them acquire fundamental competencies needed to work as a practitioner. Although this course is mainly lecture-based, it will try to incorporate presentations and discussions as much as possible, so that the students can share their ideas in class.

COURSE OBJECTIVES

This course aims to deepen students' understanding of what education is by examining: the features of the current educational systems; the provision of education both inside and outside schools; the meanings and roles of education in relation to society and its impact on children's personal growth and well-being, and future prospects. The topics considered in this course are mainly about education in Japan, but we will also look at education overseas with the aim of finding some differences and similarities between them.

The educational systems in Japan is conducted and maintained based on the Constitution of Japan, the Fundamental Law of Education as well as a host of other laws and regulations. The educational systems must not only be approached in an abstract manner, but must also deal with practical and everyday issues.

Therefore, three primary goals of this course are as follows;

- 1) Students need to understand the current educational systems and its historical background. They also need to understand some main features of the laws and regulations. To complete these goals, they need to understand the basic terminology and concepts. This will provide a foundation from which we can discuss more complex issues on the course.
- 2) Students need to be familiar with everyday issues within education. Practitioners' reports published in newspapers and academic magazines might be effective resources to help students complete this goal.
- 3) As the final goal of this course, students need to develop their own perspective on education, and be able to contribute to the improvement of the educational systems and its efficacy. Knowledge and understandings gained in the process of completing goals 1 and 2 should be linked to individuals' ideas, so that they can be utilized. To complete this goal, sharing ideas between students through presentations and discussions in class should be encouraged.

PREREQUISITES: none

CLASS MATERIALS:

<Textbooks>

No required textbook for this course. Several reference materials are announced in the class.

<Website Reading for News Brief Analysis>

Students are required to read daily articles regarding education on the online version of several newspapers.

EVALUATION / ASSESSMENT

1 Mid-term and final term paper (70%): A Mid-term paper and a final term paper based on ideas and concepts dealt with during the course must be submitted before the deadline. This is a requirement to gain credits. The topic will be suggested in the class.

2 Homework (20%)

a summary of what they have learned in the previous lesson;

3 Participation in class (10%): Students are expected to contribute towards class discussions positively.

* Students are also expected to submit a short reaction paper at the end of each lesson. These sheets are used to record attendance and judge the student's overall understanding of the class topic.

COURSE SCHEDULE

<WEEK 1> Introduction (Educational Laws and Regulations)

Students will be introduced to the contents of the course, as well as requirements. Students will also gain an understanding of the systems of laws and regulations concerning education and other related fields, as well as an overall perspective of the field.

<WEEK 2> Aims and Principles of Education

Students will explore the aims and principles of education as defined by the new and old Fundamental Law of Education.

<WEEK 3> Lifelong Learning; Social Education

Students will gain an understanding of lifelong learning in terms of its meaning, background and current issues. They will explore recent development in this field. Students will explore the field of social education in terms of both its historical background and current issues. They will also gain an understanding of the administrative support for social education provided by institutions such as libraries, museums and community centers.

<WEEK 4> Rights to Learn and Equal Opportunity in Education

Students will gain an understanding of 'rights to learn' and 'equal opportunity in education' through examining a host of resources which define these concepts and reports of current issues in this field. Students will also gain an understanding of Special Support Education.

<WEEK 5> Compulsory Education and School Education

Students will gain an understanding of compulsory education and school education, in terms of both the historical background and current issues. We will also look at the current 'course of study' systems and textbooks adopted at schools.

<WEEK 6> Teachers

Students will also gain an understanding of teachers' role, duties and treatment, as well as the 'course for teaching profession', 'teacher certificate', 'employment', 'induction training' and 'in-service training' including Teacher License Renewal System.

<WEEK 7> Education in the Family; Early Childhood Education

Students will explore the issues of education at home and the role of parents. They will also explore the issues of partnerships between schools, families and communities. Students will also explore the field of early childhood education in terms of both its historical background and current issues. They will also examine recent developments in this field.

<WEEK 8> Political Education; Religious Education

Students will explore the issues of political education and religious education especially at schools.

<WEEK 9> Educational Administrations (Government and Ministry of Education; Local Government and Board of Education)

Students will gain an understanding of the role of government, the Ministry of Education and their advisory committees. Students will also gain an understanding of the role of local government and board of education, including their administrative support for schools.

<WEEK 10> Revision

HIS150/HIS 110: World History

Fall semester 2009 (Tuesday and Thursday 14:00 – 15:15)

Instructor: Alexander Dolin, Ph.D.

Office Hours: TBA

Office: A 3-5

#Phone: 5982

Email: alexanderdolin@aiu.ac.jp

Course Description

HIS110 is an introductory survey course of world history from c. 1400 to the present. By covering a wide geographical area and a long chronology, it will examine the political, economic, and cultural development of various regions of the world and show the interaction between major players in history, also touching upon the greatest cultural achievements of Western and Eastern civilizations. Beginning with the Renaissance in Europe, the course will trace the rise of European super-powers and their long-term impact on the rest of the world, the decline of European power, the rise of the United States, the rise and fall of the Soviet Union and the Socialist system. Special consideration will be given to the problems of colonialism, national liberation movements, military conflicts, arms race and terrorist threat as well as to the on-going globalization and changing balance of power in the multi-polar world.

Course Objectives

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

Course Activities

1. This is a lecture-based course with special presentation sessions..

2. Students are expected not to miss classes.
3. Students are expected to finish reading the assigned pages of the textbook before coming to class.
4. Students are required to prepare comprehensive papers for the presentations.
4. Special video materials will be used to illustrate some topics, which will help students to understand the subject better.

Prerequisites

None

Evaluation

1. Final Examination (80%): details on the exam will be announced later.
2. Attendance (20%): attendance will be taken at the beginning of every meeting. Late arrival in the classroom will not be counted as attendance.

Course Materials

William J. Duiker, Jackson J. Spielvogel. [*The Essential World History, Volume II, 3rd edition, 2007.*](#)

Special selection of video materials.

Course Schedule

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

Week 1

1. FROM THE MIDDLE AGES TO THE RENAISSANCE

The Heritage of Medieval Europe – The Renaissance Society and State –
The Intellectual Renaissance and the Arts – Humanism versus Violence –
Italian Renaissance – The Renaissance in Central Europe and England –
Northern Renaissance– The Legacy of the Renaissance.

VIDEO SESSION

Week 2

2. THE REFORMATION SPIRIT

Martin Luther and the Reformation in Germany – The Spread of the Protestantism in Northern Europe and England – The Catholic Reformation – Witchcraft Mania and Holy Inquisition - The Wars of Religion and their Political Impact.- Revolution and Civil War in England– Bourgeois Revolution in Holland.

3. ABSOLUTISM AND CONSTITUTIONAL MONARCHY IN EUROPE

France under Louis 14 – Holy Roman Empire - Russia under Ivan the Terrible – The Baroque Age in Culture – The Dawn of the Revolution of Science.

Week 3

4. THE AGE OF EXPLORATION

Economic Expansion of the European Superpowers - The Sea Voyages from Spain and Portugal – The Rediscovery of Asia and Africa – The Exploration of the New World – The Emergence of the New Colonial Empires – New Players: Great Britain and Holland – The First Clash of Civilizations.

5. THE MUSLIM EMPIRES AND THE ACHIEVMENTS OF ISLAMIC CULTURE

The Fall of Byzantium and the Emergence of the Ottoman Empire – Turkish Conquests in Asia and Europe – Religion, Society and Art – The Safavids in Iran –The Mughals in India and the Concept of Religious Syncretism .

VIDEO SESSION

Week 4

6. THE RUSSIAN EMPIRE AND EASTERN EUROPE

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

Week 5

7. EAST ASIA BEFORE THE 19TH C.

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

8. THE AGE OF ENLIGHTENMENT IN EUROPE

The Social Grounds of the Enlightenment – The French Philosophers and
their Concepts – New Economic Patterns – The Ideals of Culture as
a Pathway to the Social Reforms – The Enlightenment in Central, Northern
and Eastern Europe –

Week 6

9. THE FRENCH REVOLUTION AND THE NAPOLEON EMPIRE

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

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

10. THE RISE OF INDEPENDENT STATES IN THE AMERICAS

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

Week 7

11. INDUSTRIALIZATION AND NATIONALISM IN THE 19TH C.

The Economic Basis of the Industrial Revolution – Industrial Revolution in UK – The
Spread of Industrialization – The impact of the Industrial Revolution – The Growth of
Nationalism in Europe

Week 8

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

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

VIDEO SESSION

13. THE RISE OF WESTERN IMPERIALISM

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

Week 9

14. EAST ASIA IN TRANSITION

Qing China's under the pressure of Western Imperialism and Domestic Upheavals –
Reforms and Revolutions in China – Japan's Opening to the West – The Rise of Japan
as a Modern State

15. GREAT WAR (WW I)

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

Week 10

16. THE AFTERMATH OF THE WAR

The Postwar Socio-Political Landscape in Europe – Russian Revolution – The Rise of
US and Japan in Asia and Pacific – The Rise of Nationalism in the Non-Western World

17. THE AGE OF CRISIS

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

Week 11

18. WORLD WAR II

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

Asia and Pacific - Crimes against Humanity - The Results of the WW II

19. THE BEGINNING OF THE COLD WAR

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

Week 12

20. THE COLD WAR ERA (1)

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

21. THE COLD WAR ERA (2)

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

Week 13

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

The Total Crisis of the Socialist System – The Perestroika Movement – The Fall of the USSR and the Formation of the New Independent States – A New Balance of Powers – Russia: from Gorbachov to Eltsin - Russia on the Way to Recovery – Situation in the other Countries of the Former Socialist Block.

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

European Science and Technology in the First Half of the 20th c. – European Culture in the First Half of the 20th c. – Culture under the Totalitarian Regimes – The Progress of Science in the Second Half of the 20-th c. – The Emergence of Developing States and the Drift of New Technologies to Asia – The Age of ITR and the Prospects of Globalization – Exploration of Space and other New Frontiers.

Week 14

24. THE TERRORIST THREAT AND THE GROWTH OF MUSLIM FUNDAMENTALISM

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

VIDEO SESSION

25. THE FACETS OF GLOBALIZATION

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

Week 15

VIDEO SESSION

26. FREE FINAL DISCUSSION

FINAL EXAMINATION

HUM 150 **COMPARATIVE CULTURAL STUDIES** **3 credits**
(Great Spiritual Teachings of Asia and Japanese Culture)

Instructor's Name **Alexander Dolin**

Office

Office Hours

E-mail address alexanderdolin@aiu.ac.jp

Semesters Fall semester

Day and Time Tuesday, Thursday 9:00-10:15

Course description

The course is designed to familiarize the students with the major trends in Comparative Cultural Studies, giving a broad panoramic view of the great spiritual teachings of Asia from ancient times to the XX1 c. with focus on East Asia. Problems of anthropology, sociology, religion, ethics and aesthetics are incorporated into the course which allows students to develop a deeper understanding of history and various cultural phenomena. Special accent is placed on intercultural communication, conflicts of cultures, religious clashes and major globalization trends, which in turn facilitates rational comprehension of the changing world.

Course objectives

1. Introduce students to the major achievements of comparative cultural studies.
2. Expand students' worldviews by giving an outline of vital problems of various cultures in the context of world history.
3. Trace the patterns of intercultural communication, especially referring to the great teachings of Asia as projected on Japan.
4. Develop students' analytical thinking and critical approach to the problems of intercultural conflicts and globalization.

Study Materials

A. *Dolin* "Comparative Culture in a Nutshell"

(Special CD-ROM textbook / reference disk with Internet links.)

A. *Dolin* AIMS - PowerPoint Lectures

Special videotapes and DVD

Reference Books and materials.

World outline practice maps (in the links)

Online resources (in the links).

Assessment

Percentage of each grading item

Homework assignments	100 points	25 %
Participation in discussions	100 points	25 %
Final examination	200 points	50 %
Total number of points	400	

Expected academic background

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

Policies

- Attendance is required.
- Interest in the subject is encouraged.
- Presentation skills are appreciated.
- Plagiarism is despised.

Format and Activities

Lecture/seminar with regular presentations and discussions.
The students are expected to write papers using their reference materials provided on the CD-ROM and fully participate in the discussions.

Class Schedule

1. Definitions and Concepts of Culture in Works by Western scholars. - Cultural Relativism – Human Evolution and Adaptation - Genetics, Races and Nations - Diffusion of Culture.
Excerpt from a film on Human Evolution
2. Major concepts of Culture – Urban and Non-urban Culture - Transmission and Evolution of Culture– Evaluative Grading of Cultures – Culture and Civilization.
Excerpt from a film on Australian Aborigines
3. Language and Society – Foreign Languages and Translation – Nationalist Trends in Politics and Languages – Languages of Culture – Creative Mind in the Arts.
4. Family, Kinship and Formation of Communities – Emergence of Social Structures and Regulations – Formations of Classes, Casts and other Social Groups – Emergence of Ideology and Law.
Excerpt from a film on a tribe in New Guinea

5. Presentations and Discussion.
6. Polytheistic religions – Veneration of Elements, Forces of Nature, Stars and Planets. – Animism and Totemism – Ancestor Worship - Polytheism and Monotheism - Occultism and Magic – Japanese Shinto as a Polytheistic Cult –

Excerpt from a film “Gods and Mankind”

7. Forms of Ritual - Dietary Laws – Marriage Regulations – Taboos – Sacred Rites and Ceremonies – Religious Transformation – Social Transformation – Rites of Passage – Life-cycle Ceremonies and Festivals.

Excerpt from a film on Rites of Passage (Sumatra)

8. Myth and Culture – Basic Concepts of the Mythology Studies – Various Approaches to the Structure of Myth – Myth and Religious Archetype in Primitive Societies – Myth and Cultural Archetype in Modern Societies - Myth and Art – The Future of Myth.

Excerpt from a film “Greek Mythology”

9. Major Monotheistic Religions – The Legacy of Judaism – The Tora and Biblical Mythology – The Concept of the Chosen Nation – The Destiny Of the Hebrew Civilization.
The Legacy of Christianity – Historical Background - Major Dogmas – Christianity and the World.

Excerpt from a film “The Holy Land”

10. The Legacy of Islam – Historical Background – The Pillars of Faith – The Muslim Fundamentalism and the Concept of Jihad – Muslim Culture and its Contribution to the World Civilization – The Clash of Civilizations

Excerpt from a film “The Legacy of Koran”

11. Religions in Indian Society - Hinduism and Indian Culture – General Nature of Hindu Beliefs – Hindu Mythology and Pantheon- Veda and Brahmanism – Vedic Heritage and Upanishada Philosophy – Major Literary and Philosophic Monuments (Mahabharata and Ramayana) - Sacred Places – Festivals and Rites.

Excerpt from a film “Cultural Legacy of India”

12. Indian Philosophy and Life - Ahimsa (no harm) Concept – Transmigration, Rebirth and Karma Concepts – The Ashrama (four stages of life) Concept – Major Cults and Religious Orders – Bhakti Mysticism – Hinduism and Art. – Krishnaism and Western Culture – Hinduism and Islam. - Tantric Traditions and Esoteric Texts – Tantric Rituals – Emergence of Yoga– Yoga in the West – Totalitarian Cults and Modern World.

Excerpt from a film “Yoga and Miracles”

13. Presentations and Discussion

13. Advent of Buddhism – The Meaning of Buddhist Doctrine – The Four Noble Truths – The Eightfold Path – Concept of Karma in Buddhism – Suffering, Impermanence and No-self – Concept of Enlightenment - Concept of Nirvana. – Buddhism and Spiritual Life – Ways of Self-perfection - Buddhism and the Arts.

Excerpt from a film on Buddhist Art

14. Mahayana Buddhism – The Bodhisattva Ideal – The Three Buddha Bodies - Basic Teachings and Sacred Texts – Hinayana Buddhism – The Arhat Ideal - Basic Teachings and Sacred Texts - Major Trends in Esoteric Buddhism – Buddhism in India, South-East Asia,, China, Tibet and Japan – Buddhism and Indigenous Polytheist Religions - Buddhism and Modern Society.

15. Presentations and Discussions

16. Chinese Culture in the World History – Imperial Centre and the Countries of East Asia – Religious Syncretism – Concepts of Stability and Flexibility – Ethic and Aesthetic Ideals – The Silk Road and Transmission of Culture - China and the West: Past and Present.

Excerpt from a film “Cultural Legacy of China”

17. Basic Concepts of Taoism – Heaven -Man-Earth - The *Wu wei* (non-interference) Principle - Identity of Life and Death – Following the Way - Forces of Nature and The Five Elements – The Book of Changes - Taoism and Science – Taoism and Medicine – Taoist Yoga, Chi-gong and Martial Arts – Taoism and Buddhism.

Excerpt from a film on ancient Kung-fu Traditions

18. Taoist and Buddhist Concepts in Chinese Arts – Transmittance and Accumulation of Culture – Tradition and Progress – Learning and Creativity – Masters and their Schools.

Excerpt from a film on Chinese Art

19. Confucianism as a System of Life – Humanism (jen) as the Basic Principle – The Role of Cultural Heritage – Compilation of Five Classics and their Functions in the Teaching – Concepts of Loyalty and Filial Piety – Concept of a Noble-minded Man (junzi) – Concept of a Righteous Ruler – Concept of Social Harmony and Peaceful Administration - Analects (Lun-yui) by Confucius – Confucianism in China as a Pillar of Social Life – Confucianism and Neo-Confucianism in Japan – Ideals of Bushido – Confucian Ethics Today.

20. Discussion on Chinese Culture

21. Zen Aesthetics and its Role in Japanese Culture – Perception of Zen in the West – Suzuki Daisetsu and his Works in Europe and America – Proliferation of Zen in Western Literature, Music and Painting. – The Triumph of Oriental Martial Arts in the West.

Excerpt from a film on Zen Karesansui Gardens

22. Japan and the West - Periods of Cultural Interaction – Christian Age and

Orandagaku in the Edo Period – Meiji Restoration and influences from
Western Culture – Confrontation with the West – Postwar Japan and
American Impact on the Mass Culture – Tradition and Innovation – Prospects of
Globalization.

23 . Final Exam.

LAW 160: The Constitution of Japan and Law

Fall Semester: Monday and Wednesday, 15:30-16:45

Instructor: Tetsuya Toyoda

Office : C3-5

Office hours: Mon., 14:00-15:00 and Wed., 10:00-12:00

E-mail: toyoda@aiu.ac.jp

Course Goals

This course has two primary goals:

1. Students will acquire basic knowledge of the history and the present features of the Constitution of Japan.
2. Students will be able to present their own opinions about the future of the Japanese constitutional system in their own words.

Course Description

The main subject matter of this course is the actual constitution of Japan, in effect from May 3, 1947. It is, as is any other constitution, deeply embedded in its historical context: namely, the Surrender of 1945 and the subsequent US Occupation. Article 9, entitled "renunciation of war", is the most salient feature of the postwar constitution and one of targets of constitutional revisionism. This course helps students to have their own opinions on constitutional questions. Examination of constitutional provisions occasionally leads us to issues of other branches of the Japanese law, such as criminal procedure law or social welfare law.

Class Activities

Three types of activities.

- 1) Questions and class discussions based on assigned reading
Carefully read in advance assigned pages of the textbook or other materials.
- 2) Textbook presentations
Oral presentations based on scholarly writings.
- 3) Case reports
Presentations based on analytical reading of decisions of the Supreme Court.

Prior Academic Preparation

None. Knowledge of Japanese is desirable but not indispensable.

Evaluation

Two In-class essays 20%: Wed., Oct. 7 and Mon. Nov. 16

Final Exam: 50%: Three-hour exam

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

Participation to Class Discussion 10%: Participation to interactive discussions.

Course Materials

Course materials will be provided.

Course Schedule

NB: Organization of the course may be modified in function of number of participants.

I. INTRODUCTION

1. Course Introduction (Wed., Sep. 2)

II. FROM THE MEIJI CONSTITUTION TO THE SHOWA CONSTITUTION

2-3. The Meiji Constitution (Sep. 7 and 9)

Required: Lawrence W. Beer and John M. Maki, *FROM IMPERIAL MYTH TO DEMOCRACY: JAPAN'S TWO CONSTITUTIONS, 1889-2002*, University Press of Colorado, 2002, pp. 7-52.

4-5. The "Unconditional" Surrender Failure (Sep. 14 and 16) Required: Ibid, pp. 33-73.

6-7. Collaborative Creation of the 1947 Constitution (Sep. 28-30) Required: pp. 77-93.

8. Three major characteristics of the present constitution (Mon., Oct. 5)

Required: John M. Maki, "The Constitution of Japan: Pacifism, Popular Sovereignty, and Fundamental Human Rights", Percy R. Luney, Jr. and Kazuyuki Takahashi (eds.), *Japanese Constitutional Law*, (Tokyo: University of Tokyo Press 1993), pp. 39-55.

9. 1st In-class essay test (Wednesday, Oct. 7)

III. THE PRESENT CONSTITUTIONAL SYSTEM (STUDENT PRESENTATIONS)

10-11. The Constitutional Pacifism (Wednesday, Oct. 14 and Friday 16)

Required: Toshihiro Yamauchi, "Constitutional Pacifism: Principle, Reality, and Perspective", Yoichi Higuchi (ed.), *Five Decades of Constitutionalism in Japanese Society* (Tokyo: University of Tokyo Press, 2001), pp. 27-41.

12-13. The Parliamentary Cabinet System (Oct. 19 and 21)

Required: Kazuyuki Takahashi, "Contemporary Democracy in a Parliamentary System", Percy R. Luney, Jr. and Kazuyuki Takahashi (eds.), *Japanese Constitutional Law, op.cit.*, pp. 87-107.

[No class on Oct. 26 and 28]

14-15. Enhancing Democracy in Japan (Nov. 2 and 4)

Required: Kazuyuki Takahashi, "Ongoing Changes in the Infrastructure of a Constitutional System - From 'Bureaucracy' to Democracy", Daniel Foote (ed.), *Law in Japan : a turning point*, (Seattle : University of Washington Press, 2007), pp. 237-256.

16-17. The Judicial Authority (Nov. 9 and 11)

Required: John O. Haley, "The Japanese Judiciary: Maintaining Integrity, Autonomy, and the Public Trust", *Law in Japan, op. cit.*, pp. 99-135.

18. 2nd In-class essay (Monday, Nov. 16)

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

19. Human rights in its variety (Wed., Nov. 18)

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

20. Equality (I) [student presentation] (Wed., Nov. 25)

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

21. Equality (II) [student presentation] (Mon., Nov. 30)

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

22. Equality (III) [student presentation] (Wed., Dec., 2)

Required: Judgment of the Supreme Court, June 4, 2008, [Nationality Act case]

23. Freedom of Expression [student presentation] (Mon., Dec. 7)

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

24. Social Rights [student presentation] (Wed. Dec. 9)

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

25. Economic Rights [student presentation] (Mon., Dec. 14)

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

Final Exam (Monday, Dec. 21, 13:00-16:00) Three-hour exam

Sociology 150/180: Sociology
Fall 2009
MW 14:00-15:15
Room TBA

Dr. Etzrodt
Office: A3 - 3
Phone: 018-886-5804
Office hours: TBA

Course description

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

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

Course objectives

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

Texts

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

Assessment

Participation in discussion will count 30% of the overall course grade; if students make a sincere and visible effort to contribute comments that reflect thoughtful engagement with course material, they will earn full credit for participation.

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

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

Expected academic background

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

Policies

A student's attendance record will be used to adjudicate cases in which his/her final grade rests on the boundary between a higher and a lower grade; in this type of situation, students with three or less unexcused absences will be given the benefit of the doubt.

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

Schedule

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

Reading: Ferrante, Chapter 1.

September 7. Sociological Theories.

September 9. Methods of Social Research.

Reading: Ferrante, Chapter 2: 52-65.

September 14, 16. Culture.

Reading: Ferrante, Chapter 3.

September 28, 30: Socialization.

Reading: Ferrante, Chapter 4.

October 5, 7: Social Organization.

Reading: Ferrante, Chapter 6.

October 14, 16: Deviance, Conformity, and Social Control.

Reading: Ferrante, Chapter 7.

October 19, 21: Social Stratification.

Reading: Ferrante, Chapter 8.

October 26, 28: Race and Ethnic Classification.

Reading: Ferrante, Chapter 9.

November 2, 4: Gender.

Reading: Ferrante, Chapter 10.

November 9, 11: Family and Aging.

Reading: Ferrante, Chapter 12.

November 16, 18: Population and Urbanization.

Reading: Ferrante, Chapter 13.

November 25, 30: Education.

Reading: Ferrante, Chapter 14.

December 2, 7: Religion.

Reading: Ferrante, Chapter 15.

December 9, 14: Social Change.

Reading: Ferrante, Chapter 16.

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

December 16: Final exam.

Japanese Art History

Prof. Hidemichi Tanaka

Course description

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

Course Objectives

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

Course Material

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

Schedule

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

TLP ENG 110 English Literature
The Language of Music and Feeling

Instructor: Kirby Record
Office: EAP
Office Hours: TTh 14:00-15:00; Friday 14:00-15:00
Day and Time: WF 12:30-13:45
Style of Class: seminar
Course credits: 3

DESCRIPTION

This course will focus on the basic principles for reading, understanding and appreciating literature. We begin with a few short stories and the novel *Being There*. The final two-thirds of the course is devoted to the understanding and appreciation of poems. We will study somewhat familiar modes of poetry—Japanese *haiku* and *tanka*, and progress to a variety of formal patterns in English poems. We will touch upon not only some of the great poets who shaped and modernized the English language but also some of the finest poets writing in English today. Poetry lies at the heart of literature. Even the earliest known fiction, in the sense of “story telling,” was spoken or sung in verse. The Homeric epics, written in metric verse, for example, predate the earliest known novels, or even the so-called medieval Romances, by several thousand years. Thus, a thorough understanding and appreciation of literature properly includes the study of poetry, because the use of rhythm, assonance, symbolism, metaphor, imagery, irony, and other linguistic devices are fundamental to literary language in all *genres*.

Students will consider poetry in a variety of ways, as both written and as living, continuously evolving, oral texts. Students will watch the film version of *Being There* to widen their experience with *genre* expectations and different ways of expressing the same story. The class will also watch the contemporary rap film, *Slam*, and view poetry performances, called “slams.” Another aspect of the course will introduce students to the relationship between poetry and other arts, especially the performance art of postmodernist artist/musician/poet, Laurie Anderson. Students will be expected to participate in and lead small group discussions, write analytical papers, prepare ten journal entries that require accuracy of understanding and personal interpretation and, of course, read extensively. Most importantly, this class will be devoted to the living experience of literature as the supreme language of feeling.

METHOD

The course adopts a seminar/workshop format, with student participation, and critical responses, paramount. Lecture will be necessary at times, but mainly to facilitate this fundamental objective.

COURSE OBJECTIVES: Students will be expected to

- 1) learn the basics of poetic language, form and substance;

- 2) learn the process of understanding and appreciating great poems written in English;
- 3) learn how reading and understanding poetry can help in the processing of other kinds of texts, literary and non-literary;
- 4) learn how poetry functions as a social force, locally and globally;
- 5) sharpen their ear to language and expand their imaginative thinking powers;
- 6) raise their consciousness of individual and cultural diversity within a universal framework of human feeling and experience;
- 7) learn how the reading of literature through poetry is enormously beneficial to their personal English language development, both in speaking and in writing proficiency
- 8) explore personal values feelings and philosophies by reading poems that express universal human experience.

TEXTS AND MATERIALS

The Seagull Reader: Poem, Second Edition
Being There (novel by Jerry Kosinski)
Extensive Handouts
A-4 Loose-Leaf Folder

*Class time for film viewing is limited, so film viewing activities may be scheduled outside regular class time.

GRADING CRITERIA AND ASSESSMENT

30% Attendance, class discussions*, in-class worksheets and in-class writing

40% Reading Response Journal (students read, discuss and respond to a novel and the other readings in the course). Students must lead whole-class and small group discussions of texts used in the course.

30% 2 Multi-draft Response Papers (about 750 to 1000 words)

Generic Class Schedule (Subject to refinement to fit student's needs)

Week 1

Introduction to course policies and content

Genre Focus: the elements of fiction

Selected stories: Ishiguro, Carver

Novel: *Being There*

Chapter 1

Week 2

Novel: *Being There*

Chapter 2, Chapter 3

Week 3

Novel: *Being There*
Chapter 4

Week 4

Novel: *Being There*
Chapter 5

Week 5

Novel: *Being There*
Chapter 6

Film: *Being There* (in class or LDIC)

Week 6

Genre Focus

The elements of poetry

Formal Patterns, Blank Verse, and Free Verse

Rhythm (meter), rhyme, word/phrase/line repetition, alliteration, syllabic verse

Stanza patterns

Sonnets, Villanelles, Sestinas, Pantuns, Haiku, Tanka, Renga

Materials

Frost, Tennyson, Bishop,

First paper due on *Being There*

Week 7

Thematic Focus

Formal Patterns and Free Verse

Rhythm (meter), rhyme, word/phrase/line repetition, alliteration, syllabic verse

Sonnet, Villanelle, Sestina, Pantun, Haiku, Tanka

Stanza patterns

Materials

Sample poems to be selected

Reading Journal due #1 to *#5

Week 8

Thematic Focus

Love and Death
Formal Patterns and Free Verse
Rhythm, rhyme, word repetition
Musical language, and poetic texts
Textuality and intertextuality

Materials

Lyrical poems, lyrical prose
Dylan Thomas, Stevens
Whitman, Frost , Dickinson

Week 9**Poet Focus**

Poet focus I and II

Materials

Robert Frost
William Carlos Williams

Week 10

Poet focus III, IV, and V
Female identity and feminism

Materials

Elizabeth Bishop
Stevie Smith
Emily Dickinson

Week 11**Thematic Focus**

Social Dimensions of Poetry
Everyday life, social protest, war
Irony, parody, satire

Materials

Hardy, O'Hara,
Symborska, Bukowski

Week 12**Thematic Focus**

Social Dimensions of Poetry

Everyday life, social protest, war
Irony, parody, satire

Materials

Song writers: Dylan, Beatles etc.

Rap and performance artists:

Ginsberg, Saul Williams, Amiri Baraka, Laurie Anderson

Week 13

Social Dimensions of Poetry

Slam (in class or LDIC)

Performance Art

Week 14

Presentations of first or second paper/Reading Journal entries

Week 15

Presentations of first or second paper/Reading Journal entries

Final Paper due on novel and/or poetry

Reading Journal due #6 to *#10

Conclusion

HUM 155 *CIVILIZATION AND PHILOSOPHY*
HUM 200 *WORLD CIVILIZATION* *3 credits*

Instructor's Name **Dr. Don Nilson** **Fall Semester 2009**
Office Hours Office : A - 4 - 12

E-mail address nilson@aiu.ac.jp

Day and Time : Tue. & Thu. 3:30 – 4:45 P.M.

Alternate title (2004 Curriculum) : HUM 200 – WORLD CIVILIZATIONS

Course description

This course offers a general introduction to Civilization and Philosophy and seeks to present global perspectives on the development of various ways of thinking about the individual person and the larger context formed by society, culture, civilization. The course draws upon contemporary interdisciplinary research, including perspectives from history, archeology, ethnography, anthropology, social studies, philosophy, religious studies, cognitive science, ethics and aesthetics. Studying various civilizations and alternative philosophies opens new horizons for analyzing and understanding ideas, laws, religious practices, decision-making, political changes and progress in the arts & sciences as seen in various parts of Europe, Asia, Africa and the Americas. Introductory general explanations of the major concepts of Civilization provide a comparative vision of the human condition and ways of understanding the sources of conflict and the hope for the resolution of conflicts. The course traces some key concepts within several world civilizations in relation to developments in philosophy from antiquity to the 21st Century. Special emphasis is placed on concepts, reasoning, philosophical approaches and ideas that have had foundational significance for Western Civilizations and that help us understand contemporary human issues and problems.

Course objectives :

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

Special note : This course is recommended to all Global Studies and Global Business majors who hope

to gain the broad cultural background assumed to be part of all undergraduate study at universities like AIU, which place emphasis on the liberal arts & sciences. It is also recommended to all students because gaining such knowledge enriches one's life.

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

However there are two *recommended* texts :

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

Additional Study Materials Provided (Library & Elsewhere)

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

Assessment

Percentage of each grading area

Homework assignments	45 points	15 %
Class Participation	45 points	15 %
Examinations	Midterm Exam	20 %
	Final Exam	50%
Exam total:	210 points	70 %
Total number of points	300	100 %

Expected academic background

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

Policies

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

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

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

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

Format and Activities

Classes in lecture format with some discussion.

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

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

Class Schedule: FALL SEMESTER 2009 CIVILIZATION & PHILOSOPHY - Dr. Nilson

<i>Class #</i>	<i>Date</i>	<i>Topics (Lecture/discussion)</i>	<i>Readings / etc.</i>	<i>Quiz Homework</i>
1	(TH)	Introduction to the Comparative Study of Civilizations and Philosophies – Definitions of Civilization & Philosophy : What is philosophy? Important aspects of Civilization Studies ; Various Ways to Discover Historical Truth : Archaeology, Anthropology, Religion Studies, Sociology, etc.	[after class] Reading 1 J. Feinberg - “What is Philosophy?”	
2	(T)	What is philosophy? (continued) The parts of philosophy and their relation to issues of life : knowledge, existence and values. The Idea of a Philosophy of Civilization - Objectivity & Subjectivity in Knowledge and Values.	Reading 2 - from Chap. 1 Mark Siderits - <i>Buddhism as Philosophy</i> On what philosophy is...	

3	(TH)	Evolution and Mankind – Human Genetics in the Study of Human Origins and Migrations – The Formation of Social Structure and the Emergence of the State - Language, Symbols, and Culture – Transmission of Culture and Acculturation Issues – Cultural Diversity and Cultural Relativism. – the Accumulation and Growth of Knowledge.	Excerpt – Spencer Wells - <i>The Journey of Man</i> Video - <i>The Journey of Man</i>	
4	(T)	Emergence of Religion – What is Religion? Polytheism, Animism and Totemism – Monotheistic Religions – Rites and Rituals - Religion & Mythology. Religion & Society - Religious Diversity Today & Religious Conflicts Mutual Respect and Tolerance Religion and Science .	Other readings as will be assigned for all classes below.	
5	(TH)	The Legacies of Mesopotamian Civilization. (Sumer, Babylon, Assyria) Evolution of Writing Aggression, War and Civilization History in Epic Tales ; Gilgamesh Epic Law and Government – The Code of Hammurabi .		
6	(T)	The Legacy of Egyptian Civilization ; The Pharaohs and their Conquests - Religion, the Afterlife, and Eternal Life. Egypt’s Architecture & Art Mathematics, Science and Engineering in Egypt.		
7	(TH)	The Legacy of Indian Civilization. – Mohenjo-Daro		

		and Harappa Culture Indian philosophy– The Gods of Hinduism – The Caste System and Indian Society Hinduism and Buddhism– Vedas and Upanishads . India under Muslim Rulers. Influence of Indian Philosophy.		
8	(T)	The Legacy of Greek Civilization – Early Greece Mythology and Religion Homeric Greece & the Great Epics - Athens and Sparta – The Persian Wars Traditions of Democracy in Classical Greece – Greek Drama and Mythology - The Role of Criticism in Greek Civilization – Philosophy and Developments in Society . Greek Philosophers : Pre-Socratics, Socrates, Plato, and Aristotle.		Notes on Plato, Descartes, and Themes in the film “The Matrix”
9	(TH)	Hellenic Culture – Emergence of Philosophy – Architecture and Fine Arts Literature and Theatre – Alexander the Great and Hellenistic Civilization – The Conquests and the Proliferation of Hellenistic Culture. The Need for Religious Tolerance and the Concepts of <i>Ecumenicism</i> and <i>Syncretism</i> .		
10	(T)	The Legacy of Roman Civilization – The Roman Republic –Roman Law, Philosophy & Democracy - Politics and Cultural Expansion - Rome and the Conquests in Europe, Asia and Africa The Formation of the Roman		

		Empire. Virgil's <i>Aeneid</i>		
11	(TH)	Virgil's <i>Aeneid</i> in a larger Context - from the Roman to the Medieval	Selections from Virgil's <i>Aeneid</i>	
12	(T)	Roman Culture and the World - Pax Romanum - Judicial System – City Culture – Architecture and Engineering – Fine Arts – Everyday Life – Slavery in Ancient Civilizations - Civilization and Barbarians. - Possible Comparisons to the Contemporary World.		
13	(TH)	The Legacy of Chinese Civilization. – Chinese Culture in World History - Religious Syncretism : Taoism, Buddhism and Confucianism – <i>The Analects</i> of Confucius - Philosophy and Major Geopolitical Concepts - Taoism, Science and Medicine – – Literature and the Arts in China – The Long Legacy of China		
14	(T)	The Legacy of Hebrew Culture - Israel and Jewish Religious Belief : Monotheism - The Hebrew Torah and The Holy Bible - The Roots of Christianity - Anti-Semitism - The Destiny of the Nation and People of Israel - Judaism Today.		
15	(TH)	The Legacy of Christianity – Emergence of Christian Religion – Early Formation of the Church – Augustine & Christianity – Thomas Aquinas & Christianity in Medieval Europe – Reformation &		

		Counter-Reformation -		
16	(T)	Great Discoveries & Maps of a New World – Copernicus Maps a New Universe - A Scientific Revolution Begins – Galileo. The Christian Church in the Age of Great Discoveries – Existentialism and the Reinterpretations of Christianity - The Prospects of Christianity in the 21 st C.		
17	(TH)	The Philosophy of Human-ism - Renaissance in Italy and the Northern Renaissance - The Arts in 16-17 th c. Europe - Sources of Authority : the Church, the King, the Group, the Individual - The Divine Right of Kings. Thomas Hobbes: Law, Order and Social Contract. Rationalism and Empiricism in Philosophy.		
18	(T)	Mid-Term Exam	Review	
19	(TH)	Creativity, the arts, religion and philosophy. -Guest lecture- Creativity and the arts as interpreted in Western and Non-Western philosophy and religions.	Readings on art and aesthetics <hr/> Viewing of the film “Baraka”	
20	(T)	Philosophy of the Enlightenment Part 1: Voltaire, Rousseau and other Great Thinkers – The Model of Science as Achievement of Enlightenment – The Social		

		Ideals of the Enlightenment and the French Revolution - Major Philosophic Concepts of the 17 th to 19 th Centuries and their Practical Application. Reason, Feeling and Life.		
21	(TH)	Philosophy of the Enlightenment Part 2: Western Philosophers : William James, Wittgenstein, Popper, Husserl, Heidegger, and later thinkers - Revolution in Science : From Newton to Einstein & Bohr.		
22	(TH)	The Legacy of Islam – Historical Background – Pillars of Faith – The Golden Age of Muslim Culture – Islamic Mysticism – Philosophy, Science and the Arts - J.Rumi Muslim Fundamentalism and the Concept of Jihad – Muslim Culture and its Contributions to World Civilization.		
23	(TH)	The Interaction of Civilizations - The Formation of European Civilization and Christian Ideals – The Great Chaimn of Being - Medieval Europe and the Islamic Empires: Political - Confrontations and Cultural Convergence. – Civilizations in the Modern Multi-polar World and the Ever-changing Balance of Power – Fundamentalism, Nationalism and Chauvinism – Foundations of Western Democracy.	Reading selection from Albert Schweitzer <i>The Philosophy of Civilization</i> Video on the life of Albert Schweitzer	
24	(T)	The 20 th Century : a Century of Creativity and Human Achievement - Philosophic Ideas from the East: Gandhi, Sri		

		Aurobindo, Suzuki Daisetsu and Zen in Western Culture. Western Literature, Music, and Painting. – New Directions in the Arts. New understanding of the Infinite. More developments and achievements in the sciences and technology.		
25	(TH)	The 20 th Century Seen through Revolutions and Wars: a Century of Crisis and Unprecedented War – Political Crisis of Western Democracies and WW I - Totalitarianism as a Social Phenomenon - Marxism in the Communist Countries – Socialist Revolutions and Liberation Movements - Nazism and the Use of Racist Theories – Monarchist Militarism in Japan – W.W. II : Problems of Indoctrination, Expansionism, Aggression, Genocide, and Extremism .		
26	(T)	Transformations in Industrial and Postindustrial Society – The Cold War and the Bipolar World - “ <i>Counter-Culture</i> ” Escapism - Popular Culture and Mass Culture - Rock & Social Movements – Student Revolutionary Movements of the 1960-70’s.		
27	(TH)	National Liberation Movements and the End of Colonialist Geopolitics -- Theories about War and the Test Cases “Local” Wars (Vietnam, Korea, Afghanistan, Iraq, Israeli-Palestinian Conflict) and possible Global War Global Influences – The Fall of the USSR and the Emergence of		

		the Multi-polar World – Emerging Superpowers in a New Age – The Changing Images of the Former Communist Countries – “The Clash of Civilizations” and World Terrorism – Emergence of Islamic Fundamentalism – Other Types of Fundamentalism and Totalitarianism in Modern Society.		
28	(T)	Culture in Industrial Society – Culture in Postindustrial Society – New Ways of Thinking - The Information Revolution and Progress in Science – Multimedia as the Near Future of Civilization – Challenges of the Present Era : Environmental Crisis, Global Warming, Threats from : Over-population, Limited Resources, and the Nuclear Threat . Re-Examining Ourselves : a Philosophy of Survival for Humanity. Ecological Concepts & Philosophy.		
29	(TH)	The Hopes and Challenges of the 21 st C. - Problems of Globalization – Military Conflicts and Peaceful Solutions. – Combating Terrorism – The Nuclear Threat - Rethinking our Concepts of the Self, Society and Nature – The Universal Declaration of Human Rights. Development & Helping Poorer Countries – Modern World Trade and Business Philosophy		

		- Prospects of International Education - International Projects and Cooperation in Science (Space Exploration, Environment, etc.) ----- GENERAL SUMMARY and OVERVIEW		
	TBA	REVIEW SESSION FOR FINAL EXAM		
	FINAL EXAM TBA	During Final Exam week Dec. 2009		



Fine Young Things:

An Introduction to US and UK Popular
Cultural Case Studies

Darren-Jon Ashmore, Ph.D.

Fall 2009

Timetable: (Mon, Wed) 9:00-10:15

Classroom:

Instructor: Dr. Darren Ashmore

Office Hours: Fridays 10:00-13:00

Office: A-4-11

Tel: 886-5955

Email: lupin3@aiu.ac.jp

COURSE DESCRIPTION

This course is designed as a survey of important examples of North American and British Popular Culture movements, and the ways in which they have impacted on the world at large – especially within Japan. From music, through film to clothing, the fashion and cultural whims of both the US and the UK have been the centre of the ‘Pop’ world for over a century.

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

COURSE OBJECTIVES

Over the course of the program, student will:

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

NOTE: This course is aimed at JAPANESE students. I will not turn away international students, but it should be noted that this course may not be sufficiently challenging for students from Anglo-American backgrounds. You are welcome, but be advised!

STUDY MATERIALS:

<Core Readings>

- //.
- //.
- //.

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

ASSESSMENT: Students' achievement of the stated course objectives will be measured in terms of their performance in the following three areas:

- (1) essay (70%)
- (2) Class participation (30%)
- (3) *optional* film/book report (+20%).

The component of class participation consists mainly in participating actively in class discussions. In case they wish to gain additional marks for the final grade students have the option of submitting a 1,000 page book report on a work of ethnography by the end of the course or prepare a class presentation (with approved and appropriate materials) of 30 minutes duration on an agreed subject. The report shall be formally marked and may improve the student's final mark by as much as 20%, while the presentation may potentially raise the mark by 25%.

The essay will be on any topic of interest to the student. However, it should be a topic to which the themes, theories and principles of anthropology can be appropriately applied. It should be around 3,000 words in length, to be given in two drafts. The first shall be considered a working draft and is to be submitted no later than Week ten. I shall read and make comments on how to improve the draft (but will not give it a mark). Students will submit a second and final draft by the end of the course. The final draft shall be formally marked and will constitute 70% of the student's final mark.

Essay Questions

Please come to see me by the end of week three to agree your essay question. It may be an in-depth review of a series or film cycle, an examination of the history of anime/manga, a biography, a *fully* annotated translation – or anything that tickles your fancy, and for which you can make a sound case (however, in this latter case it MUST be agreed with me in advance).

Essay Questions

1:

2:

3:

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

CLASS FORMAT: Each week will be divided into a Lecture and an open seminar session. The lecture will present the main views on each subject area and provide the students with a starting point for their own thought. The follow-up seminar will require the students to discuss and/or make presentations on their understanding of the material.

Media: It is the responsibility of each student to make sure that they have seen each film before appointed week, as dictated in the syllabus. Some films will be in the library or the LDIC on DVD format. Other may be rentable commercially. However, all films will be available in an electronic format (either Mp4 or AVI) from my office (please bring along a USB pen, or drive).

- **NOTE: All films where possible will be subtitled in English, however in some cases it may only be possible to provide English synopses and in others no language support at all. *Be advised.***
- **Your attendance at our class meetings is essential to the success of our course, and is required as a part of your grade. You are allowed only two unexcused absences (one week's worth of class). For every class beyond those two that you miss, your final grade for the class will be lowered half a grade. (I.e., if you have an "A" for the class, but have missed 3 classes, you will receive a "B" for your final grade.) Please be prompt; extensive or repeated lateness will be considered an absence.**
- **Class participation is also necessary and required. This includes contributing to the class discussion and actively listening to the thoughts and comments of your peers. Please be considerate and respectful of your classmates and make the classroom a space where everyone can speak their mind. We will have full-class discussion, as well as small group work. If you are not particularly comfortable speaking in the full-class discussion, be sure you are making up for it in the smaller group discussions. We will occasionally have short in-class writing assignments that I will collect; your completion of these assignments will be included in your class participation grade.**

SCHEDULE:

- **Introduction (Wed, 2nd Sept): Course outline, Group formation and QA.**

Framing Culture I – Pop Goes the Weasel

<Session 1> - (Mon 7th Sept and Wed 9th Sept)

Theme: *All is Equal*

Lecture: Exploring the bounds between popular and elite culture in general, with reference to a variety of arguments on the merits of popular/mass culture and the suggestion that all culture rises from the same source (thus making the distinction between pop and elite more a product of perception, than of cultural distinction).

Screening: To be Confirmed.

<Session 2> - (Mon, 14th Sept and Wed 16th Sept)

Theme: *Folklore I: Faketore and Folklore*

Lecture: Considering the roots of popular culture in the West – from European to American – and the role of migration in spreading the lore of many nations to a small number of ‘cultural hub’ in the great cities of London, Paris, Washington, etc. It is these cities which become central in the creation of modern popular culture, and their influence can be seen as far back as records can reach.

Screening: “Gilgamesh and the Ancient Pop Revolution”.

<Session 3> - (Fri, 5th Oct and Wed 7th Oct)

Theme: *Folklore II: Holding Out For a Hero*

Lecture: Examining the modern creation of the folkloric hero construct and the almost simultaneous creation of the cultural marketplace (one of the prime movers of all culture). From transmission of faith via popular iconography, to the Celtic revival we will explore the way in which Heroes have been exploited to sell ideals to generation after generation.

Screening: ‘Arthur, Robin, Hawkeye and John Henry: Selling Ideals’.

- **Monday 28th and Wednesday 30th classes are cancelled.**

<Session 4> - (Wed 14th Oct and Fri 16th Oct)

Theme: *Cult Screening One.*

Screening: “Monty Python and the Holy Grail”.

Part Two: Cases One - Romantics, Rebels and Rolling For Loot.

<Session 5> - (Mon, 19th Oct and Wed 21st Oct)

Theme: All That Jazz.

Lecture: This week we will focus on the rise of Jazz and its roots in a number of Black American musical and cultural traditions. We will be exploring the influence of this uniquely American Art on both local and British musical environments, as well as considering the way in which the icons of Jazz have grown beyond the music market itself.

Seminar/Screening: “Kinda Blue” – the making of a jazz legend.

<Session 6> - (Mon, 26th Oct and Wed 28th Oct)

Theme: Snakes and Circuses.

Lecture: Considering the impact of the Very English Monty Python’s Flying Circus on the cultural landscape of a generation – more them Gods, less than men, tax-free and never frozen. We shall be considering the post-war austerity and the intellectual experimentation which was possible in the nationally funded (and therefore non-commercial) BBC: culture separated from the marketplace.

Seminar/Screening: “And Now for Something Completely Different”.

<Session 7> - (Mon, 2nd Nov and Wed 4th Nov)

Theme: *It is the End of the World (of Warcraft).*

Lecture: This week we shall be exploring the rise of the Nerd – from their early days worshipping the likes of Gary Gygax, to the Church of Warcraft, and its 14,000,000 current initiates. We shall be considering the place of alternative cultures as a source of imagination and the foundation of main-stream influence.

Seminar/Screening: “Play the Game”.

<Session 8> - (Mon, 16th Nov and Wed 18th Nov)

Theme: *Screening Pop – Dr. Who, Stargate and Going Boldly, Somewhere or Other.*

Lecture: Examining the development of Science Fiction as one of the prime arms of popular development in both literature and on the screen. We shall consider the founders of the discipline (in the work of E.E. ‘Doc’ Smith) and the way in which speculative fiction has come to dominate 21st century popular culture.

Seminar/Screening: ‘Trekkies’.

<Session 9> - (Mon, 9th Nov and Wed 11th Nov)

Theme: *Cult Screening Two.*

Screening: “Blues Brothers”.

Wed 25th November. Class is cancelled.

Part Three: Cases Two - Counting Out Culture

<Session 10> - (Mon, 16th Nov and Wed 18th Nov)

Theme: Selling War to Generation Next.

Lecture: Looking at the work of people such as Tim Page and Brian Hanrahan, and the ways in which Media (both old and new) have been brought into the marketing of warfare to the world. From the popular rags selling propaganda to the home front in the First World War, through the First Television war in Vietnam to the Live Spectacular which is the War on Terror, we shall explore the various interests which look to be served by controlling the information flow to the ‘masses’.

Seminar/Screening: ‘Rockets and Ratings’.

<Session 11> - (Wed, 25th Nov and Wed 2nd Dec)

Theme: Vogue: Dying For Fashion.

Lecture: An exploration of the fashion industry in the US and UK. With focus on the way in which the industry can affect whole nations, we shall concentrate on the West’s desire for branding, set against the impact which such demands have on the developing cultures which are used to produce the clothes we wear – are brand name companies committing human rights abuses to produce our clothes?

Seminar/Screening: ‘Victims of Fashion’.

<Session 12> - (Mon, 7th Nov and Wed 9th Dec)

Theme: Drug is the Love.

Lecture: From Shamanistic device, through an aid to bicycle riding to a sure-fire way to fill a morgue in any inner city area in the West, we shall explore the nature of popular drug use in both the US and the UK in this session. Focusing both on the Pro and Anti lobbies, we shall consider how both popular perception and official legislation have affected the way in which drugs are bought, sold and used

Seminar/Screening: ‘Ezer-Not-So-Good as You Think’.

<Session 14> - (Mon, 14th Dec and Wed 16th Dec)

Theme: *Cult Screening Three.*

Screening: “Trainspotting”.

Friday 18th December – Deadline for essay submission.

AKITA INTERNATIONAL UNIVERSITY

HUM 240 : History of Science

Professor: Dr. Don Nilson

Fall, 2009

Style of Class: Lecture & Discussion

Credits: 3

Course Description: This course provides an introduction to the history of Western science through an examination of several major developments in scientific thought from the ancient world to the 21st century. The study of the history of science is both history of ideas and is social history. The developments we focus on will be looked at especially in relation to the changing *philosophical background* to science and its development across the ages. With this emphasis, we see the history of science as a history of ideas. The themes or adventures in the history of science to be studied include : the ancient formal science of geometry, from alchemy to chemistry, the great transformation to modern science in the Scientific Revolution of the 17th century, Darwin's theory of evolution, the discovery of DNA and the new foundations for genetics, insights from new genetic sequencing methods (or how *race* came to be seen as a myth as we discovered our common ancestors) and finally, Einstein's revolution in physics and geometry.

About Studying History: I believe that the study of history holds great value for the student. History sometimes seems uninteresting, but it does not have to be seen like that. After all, it is the study of discoveries of relationships. Whether you are studying history of science or history of economics or the history of East Asian art, you will find that you gain a wealth of understanding when you discover how ideas, institutions, regions and peoples become *alive* and *meaningful* to us when we study their inter-relationships. Careful reading and research is the key to gaining such understanding. The readings for the course are university-level readings, and generally speaking, university-level readings are most often a bit difficult. But we approach the process of close-reading in a structured way, looking for the writers' reasoning and responding to that reasoning. *Speaking personally, I truly hope you will come to enjoy the study of history of science and see the relations between science, philosophy and personal outlook which make the study of history of science so important for global culture today and for us as individual citizens .*

Course Goals & General Content:

- * In this course students will develop an appreciation and understanding of a set of major developments in science over the ages. Relations between science and philosophy will be explored.
- Students will develop careful, thorough and precise ways of reading works in the

history of science. But the course aims for general understanding and so is relatively non-technical.

- Students will improve their logical and critical skills. They will come to see how arguments can be criticized and thus can come to be better understood.
- Students will learn some new information about science as they study science history and will thus become more scientifically literate (that is, come to have the basic information about science expected of *informed citizens when they read the news*.) You will learn about some of the key revolutionary scientific ideas of Galileo, Descartes, Sir Isaac Newton, Charles Darwin, Watson & Crick, and Albert Einstein.
- You will come to see how the study of the history of science can enrich your understanding of science and other aspects of culture as well.

Class Materials:

1. Textbook : John Avery - Science and Society (Copenhagen, Denmark : H. C. Orsted Institute, 2nd Edition, 2005.) (available on line - no charge - <http://www.paricenter.com/library/papers/scibk1.pdf>).
2. Spencer Wells - The Journey of Man. A Genetic Odyssey. (New York : Random House, paperback edition 2003.)
3. Selected short readings on various topics in history of science will be available for you to make your own photocopies. Handouts, such as question sets, charts and outlines, as well as other readings, will be made available during the course.
4. Usual reading assignments from the above (see 1, 2 & 3) will be approximately 20 pages per class.
- 5 We will study a video of a lecture in the history of science for content and also to further develop our listening/comprehension skills. We will also view and study a video entitled The Journey of Man (linked to one of our textbooks.)
6. We will use some on-line resources in history of science.

Methods of Evaluation and Grading:

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

- 1) Exams: There will be a mid-semester exam and a final exam consisting of multiple choice, short-answer and essay questions. Each exam counts as 20% of the final

grade, but the final exam grade may count more if you do especially well on the final exam.

- 2) Papers : Students will write two short papers for the course. These will be critically and logically structured papers prepared following detailed instructions that will be provided separately. These papers will count for a total of 25%. Papers must be turned in on time.

- 3) Homework, Class Participation and Presentations: You are expected to attend and fully participate in *each* class, to do all readings in preparation for each class and all assigned homework on time . You are expected to be prepared for each class and especially for in-class discussions or presentations that you will do. We will do some short in-class group presentations on various topics. Together all of these parts of the course will count for 35% of your grade.

Policies :

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

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

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

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

Preparation : This is a course for beginners : no prior background or courses in philosophy or university-level science are required. A sincere interest is expected in learning about the place of science in human culture.

TOPICS BY WEEK OF SEMESTER

1. If we are to study the history of science, we need to ask what *science* is.
Can we define what science is and demarcate it as different from other fields? Relations of philosophy to historical interpretation. Science & myth : Ernst Cassirer's comments.

Kuhn, Popper, and creativity in science. Do these two thinkers accept or support *positivism*?
What do these thinkers say about scientific revolutions? Science as part of a world view.
What is a "change to a new *paradigm*"? Introduction to the history of science as part of the interdisciplinary subject *Science Studies*.
2. Science in ancient cultures : Egypt, Mesopotamia, China, India, Greece. Science & myth : the case of "Hamlet's Mill". The development of geometry . The natural philosophy of the pre-Socratic philosophers of Greece. Plato & Aristotle. When philosophy and science were one subject.
3. Ptolemy and ancient astronomy. Alexandrian Science. Archimedes.
Development in the sciences : China, India and the Islamic world.
Aristotle's science and the worldview of the Middle Ages.
Science in the Renaissance. Leonardo. Copernicus. Galileo and Descartes.
4. Leibniz. Huygens. Romer. The Scientific Revolution.
Newton & the Enlightenment. Chemistry : from alchemy to the new atomism.
Science & technology in the Industrial Revolution. Developments in the social sciences.
5. The theory of evolution and Charles Darwin. Lyell's geology.
Debate about the age of the earth. Theory of continental drift.
Developments in medical science.
6. Atoms in chemistry from Dalton to Mendeleev. Electricity & magnetism.
Atomic & nuclear physics. Rutherford's model of the atom.
7. M. Planck. A. Einstein, N. Bohr. The quantum revolution
New geometries and other developments in mathematics. Einstein's theories of relativity.
8. From nuclear transmutation to Hiroshima & Nagasaki.
Review / Mid-term Exam
9. Genetics : from G. Mendel to genetic engineering. / *The Journey of Man and genetic markers*.

10. The great *Journey of Man* begins.
11. Great migration patterns.
12. The Main Line in DNA lineages.
13. The Importance of Culture : the 2nd and 3rd “Big Bangs” in evolution.
14. Einstein’s great revolution in physics and geometry. Beyond Einstein - physics today.
15. Summary & review / Final Exam

COMBINED SYLLABUS AND GUIDANCE

CHM130/100 (講義) and CHM135/105 (実験)

Prof. Yoshito Takeuchi

The best way to get information about CHM130/100 and CHM135/105 is to visit [AIMS](#). Just register for Course: **Chemistry Introduction**. The password is: **CHM2009S**.

Print out this guidance, and then visit AIMS. You can have detailed information of the statements in this guidance from AIMS.

GENERAL

About Myself

Graduated from 東京大学教養学部教養学科.

Professor Emeritus, The University of Tokyo

Professor Emeritus, Kanagawa University

Visiting Professor, AIU

A titular member of two committees of International Union of Pure and Applied Chemistry
(国際純正および応用化学連合 : UN of chemistry)

Throughout my carrier, 国際 and 教養 were two keywords.

For details visit [AIMS/Chemistry Introduction/1 Information/Curriculum Vitae](#)

General Purpose of CHM courses

- (1) To let you be literate in science/chemistry
- (2) To let you know that chemistry is a part of culture.

Important Notice

Because **CHM130/100** AND **CHM135/105** are coupled to a considerable extent, it is highly desirable for you to take **both**.

News Forum

If you take this course, you will receive e-mails from me rather frequently *via* **news forum** in AIMS. Each e-mail will contain important information such as “NO Class”.

CHM130/100

The Purpose of CHM130/100

- (1) To let you understand how atoms form molecules by chemical bonding.
- (2) To let you understand the fact that chemistry is very close to your everyday life.

Textbook

The textbook is the English version of the book originally written by myself in Japanese.

For 100/130: Yoshito Takeuchi, "Introduction to Chemistry"

(English version of 竹内敬人『化学の基礎』, 岩波書店 (1996))

For the history, visit [AIMS/Chemistry Introduction/1 Information/The History of the Textbooks](#)

The full text is uploaded in AIMS as pdf files. You can download them.

For full texts, visit [AIMS/Chemistry Introduction/8 Full Texts 100/130](#) and

However, in the class, the abridged, illustrated version of the text will be used.

These are also available from AIMS.

For texts used in the class, visit [AIMS/Chemistry Introduction/4 Texts 100/130](#)

You find that only 11 chapters will be discussed in the class. Roughly speaking, 2 weeks will be spent for the first 5 chapters and a week for the rest. You have to download a few chapters of the text in advance.

What is going on in the class

Lectures will be given with the aid of black (white) board and PowerPoint. You must bring the relevant part of the illustrated text.

You must print out the Data Book form AIMS and bring it to the class because the data in it will frequently be used in the lecture.

For the Data Book, visit [AIMS/Chemistry Introduction/6 Data/Data Book](#).

Examination**Small text**

From the 2nd week, you will have a small test for ca. 10 min. at the beginning of Wednesday's lecture (there may be some irregular schedule). This test is the substitute for the roll call. If you fail to appear before the end of the small test, you will be treated as absence.

At the beginning of the next day's lecture (Thursday, but there may be some irregular schedule), your "marked" reply will be returned to you. If you fail to receive yours during this returning procedure, you will be treated as absence.

As the feedback from me to you, a few "good" or "interesting" answers (your names are shown) will be uploaded in AIMS.

For an example of the feedback, visit [AIMS/Chemistry Introduction/2 EXAM/feedback example](#).

Midterm and Final Tests

The midterm test will be given around the 15th lecture and the final will be given the last (the 30th) lecture. 70 min. or so will be the time allowed. Marked answer sheets will be returned to you in due course (not next day). Comments will also be loaded. This will be a specimen for the big tests.

For comments on big tests, visit [AIMS/Chemistry Introduction/2 EXAM/final examination hints](#).

Essay

One or two reports will be assigned during the term.

Evaluation

Evaluation will depend on the results of tests (small, midterm and final) and report(s) together with your presence. Generally speaking, small tests, big tests, and your presence will equally be estimated.

Full attendance is taken for granted. It must be added **3 absences** without acceptable apologies will mean “F”.

In this connection you must know there is a guideline for the allowance of your absence due to the job hunting. Remember there is **a limit** for the absence due to the job hunting.

CHM135/105

The Purpose of CHM135/105

(1) Let you understand that the macroscopic properties of matter are determined by the microscopic structure of molecules.

(2) To let you understand the importance of 3-dimensional concept,.

There is “cooking” in this class. Instead, what you will try in this class is much more advanced as compared with the standard of experiments in the beginner’s class of university science majors.

Textbook

Both textbooks are the English version of the book originally written by myself.

For 105/135: Yoshito Takeuchi “Introduction to Stereochemistry”

(English version of 竹内敬人 『プログラム学習・立体化学入門』、講談社(1980)

For the history, visit [AIMS/Chemistry Introduction/1 Information/The History of the Textbooks](#)

Full texts are uploaded in AIMS as pdf files. You can download them.

For the full text, visit [AIMS/Chemistry Introduction/9 Full Texts 105/135](#)

However, in the class, the abridged, illustrated version of the text will be used. These are also available from AIMS.

For the text used in the class, visit [AIMS/Chemistry Introduction/5 Texts 105/135](#).

You have to download a few chapters of the text in advance..

What is going on in the class

In the class, you draw molecules with a variety of complexity with the aid of computer-graphics software, and and construct them with the molecular model kit. No deep knowledge on chemistry is required.

For the computer-graphics software, visit

<http://www.wavefun.com/cart/catalog/Spartan-Model-p-10.html>

For the molecular model kit, visit <http://www.hgs-model.com/model/index.html>

The software is already installed in the computers in L201, and the molecular model will be lent to you.

The software is prepared by an American company and is widely used in US. The molecular model is made in Japan but a good number of them are exported mostly to US. So, experience with these two teaching materials will be of some help to those who are planning to study in US.

Examination

Small text

You will have small tests as in CHM100/130, but the frequency is less. The system of feedback is the same as the lecture class.

Midterm and Final Tests

No big tests will be given. Instead, you will have a **big practice** to draw and make a molecule with substantial complexity in the last week.

Evaluation

Evaluation will depend on the results of small texts and the big practice. However, the weight of attendance will be very heavy. This is a universal rule for experiments and PE.

WHAT YOU SHOULD PREPARE IF YOU WANT TO ATTEND THE CLASSES

You must bring the indicated items when you attend the first lecture/laboratory (April 9 and 15).

CHM130/100

Data Book: AIMS/Chemistry Introduction/6 Data/**Data Book**

Text ch 1: AIMS/Chemistry Introduction/4 Texts 100/130/**L ch1 summary**

CHM135/105

Data Book: AIMS/Chemistry Introduction/6 Data/**Data Book**

Text ch 1: AIMS/Chemistry Introduction/5 Texts 105/135/**E ch1 summary**

ADVICE FOR BOTH CHM130/100 AND CHM135/105

If you find difficulty to follow the lecture, you had better come to my office as soon as possible for advice. Judging from my experience at AIU, students who came to my office frequently for questions made a good progress although their initial knowledge of chemistry was rather poor. If you will come with your friends who have the same difficulty, it will save my time and labor. You must notice, however, that I come to AIU only Wednesday and Thursday.

BEFORE GOOD-BY

If you register for the course CHM130/100 and CHM135/105 and decide not to take any of them, do not forget to cancel your registration.

CHM130/100 and CHM135/105: Introduction

Prof. Yoshito Takeuchi

THE BEST WAY TO GET INFORMATION ABOUT **CHM130/100** AND **CHM135/105** IS TO ASK YOUR FRIENDS WHO TOOK THIS CLASS PREVIOUSLY. EACH SEMESTER SOME 30 STUDENTS TAKE THIS CLASS. SO THERE SHOULD BE MANY SUCH STUDENTS AROUND YOU.

About Myself

Graduated from 東京大学教養学部教養学科.

Professor Emeritus, The University of Tokyo

Professor Emeritus, Kanagawa University

Visiting Professor, AIU

A titular member of two committees of International Union of Pure and Applied Chemistry

(国際純正および応用化学連合 : UN of chemistry)

For details see; (curriculum vitae in Faculty Web, the site of Yoshito Takeuchi)

Throughout my career, 国際 and 教養 were two keywords.

CHM130/100

The Purpose of CHM130/100

I believe that not all citizens (I mean those who are not majoring any branch of science and technology) are required to study chemistry at university level. However, I believe those citizens who are the core of the country should be science-literate and of course chemistry-literate.

You know the 21st century is critical to establish a sustainable society, and to accomplish this purpose, science and technology will play the most important role. Then the citizens who are leading your country must know a little about science and technology, including chemistry. In other words, science and technology-literate.

Chemistry is a branch of science which handles with materials. To handle with materials properly is the key to attain a sustainable society. You will belong to the group of leaders of your country in future. Then you are required to know the essence of chemistry.

The 1st point is SCIENCE/CHEMISTRY LITERACY AS LEADING CITIZENS.

The second point I like to stress is science/chemistry as a part of culture. You are generally interested in music, literature, arts, etc. In a word, culture in general. Science and chemistry are also a part of culture though people tend to forget this fact. Previously, at least from the 17th century, science was a part of culture in which all civilized people were interested. There were many examples that told us that the top civilized people were interested in science/chemistry. I shall try to let you understand what is required for an intelligent citizen.

Text (available from Faculty Web,)

You can have a good idea on the content of CHM130/100 from the texts and supplementary materials.

Text.

Yoshito Takeuchi, "Introduction to Chemistry"

(English version of 竹内敬人『化学の基礎』, 岩波書店 (1996))

Though the essence of every chapter will be prepared for your convenience, it is highly advisable to download from the Faculty Web and study with the full text for effective study.

Supplementary materials (both available from Faculty Web)

Chemistry Data Book

Glossary

You must bring these at every lecture.

Lectures

Lectures will be given with the aid of black (white) board and PowerPoint. Figures to help you understand the lecture will frequently be given at the lecture.

Roll call is made at the beginning of every lecture. Attendance will be one of the chief factors for evaluation. Three absences without justification will cause a substantial loss of your final mark. Delays will be treated as a partial absence.

Evaluation

You will have small tests (ten min.) every week. Large tests will be given twice as the midterm and the final.

One or two reports will be assigned during the term.

I understand most of you do not learn chemistry at high school as a subject for university entrance examinations. So I am ready to admit that your background of chemistry is not very strong. What I do mind is your diligence and efforts.

Evaluation will be based on the following policy.

Small tests (*ca.* 30%), Midterm test (*ca.* 20%), final test (*ca.* 40%), Report (*ca.* 10%). The figures (%) may vary depending on the frequency and difficulty of tests.

Full attendance is taken for granted.

CHM135/105**The Purpose of CHM135/105**

The purpose of this class is to let you physically understand the basic concept of chemistry. It must be emphasized that this class is coupled with the lecture CHM130/100. In this regard, it is highly desirable for you to take both CHM130/100 if you take CHM135/105.

There is no boiling of liquid, no heating of solid and so on. With your rather limited, and unequal experience in chemistry, such "wet" experiments tend to be fragmentary although some of them would sometimes be amusing, I must tell you that it is utterly impossible to design "wet"

experiments which are comparable with the content of CHM130/100. In other word, the content of CHM130/100 is much more advanced as compared with the standard of experiments that are usually done in high school or in the beginner's class of universities.

- (1) Learn the way how atoms form molecules by chemical bonding. This is essentially the purpose of CHM130/100.
- (2) Learn the most important aspect of modern chemistry, that is, the macroscopic properties of matter are determined by the microscopic structure of molecules.

Means to achieve the purposes

Text

Yoshito Takeuchi, "Introduction to Stereochemistry"

(English version of 『プログラム学習・立体化学入門』、講談社サイエンティフィク (1980)

Though the essence of every chapter will be given as handouts, it is highly advisable to download and bring the full text for effective study.

Supplementary materials

(1) HGS molecular model

This model is Japan0made but widely used in USA. Japan exports not only Toyota and Sony, but also molecular model!

(2) Spartan model (computer graphics software)

This software is made in USA and is widely used there. In this regard, you had better not to forget two names so that you can prove yourself to be adequately taught in chemistry.

Care should be taken to understand the three types of chemical (covalent) bonds, single, double and triple bonds. In textbooks, single and double bonds are designated as $—$ and $=$, respectively. However, with HGS and Spartan, these are represented by only a rod with different length/color.

Evaluation

You will have small tests (ten min.) occasionally. In addition, almost every week you are expected to submit your art (with Spartan). There are neither midterm nor final tests as the class is Lab. However, there will be a comprehensive final activity with HGS molecular model and Spartan software in the last day as an alternative of paper tests.

Evaluation will be based on your products. Full attendance is taken for granted.

Advice for both CHM130/100and CHM135/105

If you find difficulty to follow the lecture, you had better come to my office (A1, Building 1) as soon as possible for advice. Judging from my experience at AIU, students who came to my office frequently for questions made a good progress although their initial knowledge of chemistry was rather poor. If you will come with your fiends who have the same difficulty, it will save my time and labor. You must notice, however, that I come to AIU only Wednesday and Thursday.

Akita International University
MAT100-1 Mathematics for Liberal Arts (3 credits)
Fall Semester 2009

Instructor: Marcin SCHROEDER

Office hours: TBA

e-mail: mjs@aiu.ac.jp

Classroom: TBA

Office: C7

Phone: 886-5984

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

DESCRIPTION: This course is designed to develop multiple intellectual skills related to mathematics, selected from the point of view of their importance for the Liberal Arts education rather, than for the purpose of advancing technical proficiency in the use of mathematical methods of increased level of difficulty. Thus, the course places emphasis on the understanding of the general methods of mathematical reasoning illustrated by the most basic mathematical formalisms applied to a wide range of simple, but non-trivial problems from various domains of theoretical study or practical activity. Students are learning methods of abstract thinking formulated in terms of mathematical logic and set theory; they develop understanding of the distinction between the inductive and deductive reasoning, learn the methods of these two types of inquiry, and learn how to use these two forms of reasoning for the purpose of analysis of spatial or temporal relations; they acquire rudiments of probability theory and its applications to making decisions under the constraints of limited information.

The course can be selected as one of the two courses which have to be completed in the category of Mathematics and Natural Sciences in the Liberal Arts Distribution of Basic Education.

OBJECTIVES: Students acquire in this course an understanding of, and basic level of proficiency in the carrying on processes of logical reasoning based on the rules of inference and with the use of rudimentary tools of algebraic logic (e.g. logical operations, truth tables, etc.) and of set theory (e.g. Venn diagrams.) The understanding of the process allows them not only to perform it correctly, but also to justify the claim of its correctness.

After completion of the course students should be able to understand and apply several counting techniques of combinatorics (e.g. number of permutations, combinations, etc.) and the basic methods of probability theory, in particular in the context of making decisions under the constraints of limited information. Also, students gain the knowledge and understanding of the methods provided by mathematics (geometry, graph theory) to the analysis of spatial and temporal relations, which in addition to the recognition and appreciation of the relations between mathematical reasoning and the methods of inquiry and creativity in other disciplines, gives them the ability to perform some practical, organizational functions such as the task scheduling or fair selection under multiple preferences.

STUDY MATERIALS:

<Textbook> David B. Johnson, Thomas A. Mowry, Mathematics: A Practical Odyssey, 6th ed., Thomson-Brooks/Cole, 2007. ISBN 0-495-01273-4, ISBN 978-0-495-01273-3

<Reference books, sources of readings and other information> Following the famous dictum of Einstein “Things should be made as simple as possible, but not simpler” several topics in this course will be presented in a way slightly different from that in the textbook. These modifications will require that some portions of the material in the textbook may be replaced by handouts prepared by the instructor. Students interested in expanding their perspectives on the subject of the course, or on mathematics in general, should ask the instructor for advice on additional, optional readings. The textbook includes some optional, but highly recommended short readings introducing the historical context to the subject of study.

ASSESSMENT: Student achievement of the course objectives is being measured in terms of student performance in completing short homework assignments (25%,) writing one more extensive assignment on the subject selected by student and approved by instructor (25%), in writing the Midterm Test (25%,) and in writing the Final Examination (25%).

Frequently, students will get homework assignment consisting of a short selection of problems related to the material covered in class. **The solutions of ALL assigned problems should be turned in before or during next class meeting.** Each time only one out of all assigned problems will be graded, but it does not limit students’ responsibility to attempt solving all problems.

Although the focus of the course is on the understanding of the concepts and methods, students are not tested on their verbal knowledge of definitions or theorems. Neither lecture, nor tests are involving the proofs of theorems which have to be memorized or which require extensive practice of the methods used in mathematical proofs. However, there are frequent examples in the lecture and in the homework assignments which introduce students into mathematical thinking equivalent to proving very simple theorems. The principle is that whatever reasoning is demonstrated in the class (and expected from students in assignments or on the tests,) it should be doable by the students themselves with appropriate guidance from the instructor. For that reason, the proofs requiring proficiency in mathematical reasoning exceeding that expected from all students are omitted.

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

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing for the course. Since very little in this course will be in direct relation to the material of high school mathematics, student's progress in this course will depend mainly on his or her current work. Of course, good high school background will make studying in this course easier, as it gives students the advantage of the earlier training in mathematical reasoning, but even students who went through most limited high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. Actually, the course is recommended at the introductory stage of Basic Education when students are working on the development of language competence necessary for the more language demanding courses in Humanities or Social Sciences. Students who are planning to select Global Business major are welcome in this course, but they have to remember that there are other two courses in mathematics: MAT150 College Algebra and MAT200 Statistics which belong to the requirements of Global Business. MAT 100 Mathematics for Liberal Arts CANNOT replace either the two requirements for Global Business.

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

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

It is student's responsibility to submit all assignments by the announced deadlines. Homework assignments are due on the next day of class meetings

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

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

In the second half of the course students will select a topic for one major homework assignment. The assignment will require preparation of a written report in the format which will be explained in class.

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

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

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

- 1) 1.1 Deductive vs. Inductive Reasoning p.2
- 1.2 Symbolic Logic p.19
- 2) 1.3 Truth Tables p.27
- 3) 1.4 More on Conditionals p.40
- 4) 1.5 Analyzing Arguments p.46
- 5) 2.1 Sets and Set Operations p.63
- 2.2 Applications of Venn Diagrams p.75
- 6) 2.3 Intro to Combinatorics p.88
- 7) 2.4 Permutations and Combinations p.96
- 8) 2.5 Infinite Sets p.112
- 9) 3.1 History of Probability p.126
- 3.2 Basic Terms of Probability p.133
- 10) 3.3 Basic Rules of Probability p.152
- 11) 3.4 Combinatorics and Probability p.164
- 12) 3.5 Expected Value p.175
- 13) 3.6 Conditional Probability p.186
- 3.7 Independence p.202
- END OF MATERIAL FOR MIDTERM EXAM
- 14) 6.1 Voting Systems p.410
- 15) MIDTERM EXAM
- 16) 7.1 Place Systems p.477
- 7.2 Arithmetic in Different Bases p.490
- 17) 7.3 Prime Numbers and Perfect Numbers p.499
- 18) 7.4 Fibonacci Numbers and Golden Ratio p.510
- 19) 8.1 Perimeter and Area p.523*
- 8.2 Volume and Surface Area p.538*
- 20) 8.3 Egyptian Geometry p.550
- 8.4 The Greeks p.561

- 21) 8.5 Right Triangle Trigonometry p.574*
- 22) 8.6 Conic Sections and Analytic Geometry p.589
- 23) 8.7 Non-Euclidean Geometry p.600
- 24) 8.8 Fractal Geometry p.611
- 25) 9.1 A Walk Through Königsberg p.648
 - 9.2 Graphs and Euler Trails p.654
- 26) Hamilton Circuits p.668
- 27) Networks p.682*
- 28) Scheduling p.703
- 29) FINAL EXAM

* Topics indicated by the asterisks are tentative. They are of secondary importance for the objectives of the course and will be covered only if time permits.

COM 291 International Journalism: Asahi Shimbun Special Lecture Series

2009 Fall Semester: Friday 15:00-17:40

Instructor: Asahi Shimbun reporters and Michio Katsumata

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

Cell-phone: 090-4595-8867

Office hours: Anytime while Katsumata is at Director's office in the Library

Course Description

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

Course Objectives

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

Course Materials

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

Classroom Activities

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

Prerequisite: None

Evaluation

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

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

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

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

(Note: Revised on July 28. Lecturers and topics are subject to change)

1. (09/04) How to Read and Write English Newspaper (1): NAKAGAWA Koichi, Deputy Director of the International Division, former managing editor of IHT&Asahi
2. (09/11) How to Read and Write English Newspaper (2): NAKAGAWA Koichi (中川浩一)
3. (09/18) Africa Today: KAWASAKI Takeshi, former Nairobi Bureau Chief
4. (09/25) Africa and the International Community: KAWASAKI Takeshi (川崎剛)
5. (10/02) Israel and Palestine: MURAKAMI Shinichi, former Jerusalem Bureau Chief, former New York Correspondent
6. (10/09) United Nations and the Role of Media: MURAKAMI Shinichi (村上伸一)
7. (10/23) Southeast Asia and Japan (1): OHNO Takushi, former Manila and Sydney Bureau Chiefs
8. (10/30) Southeast Asia and Japan (2): OHNO Takushi (大野拓司)
9. (11/06) President Obama and New Age of Nuclear Non-Proliferation: UMEHARA Toshiya, former Vienna Bureau Chief, former Washington Correspondent (梅原季哉)
10. (11/13) Preventing Global Warming: OGINO Hiroshi, Manager at Asahi Forum Coordination Office
11. (11/20) Environmental Issues and International Politics: OGINO Hiroshi (荻野博司)
12. (11/27) World Financial Crisis (1): NISHIZAKI Kaoru, former Washington correspondent
13. (12/11) World Financial Crisis (2): NISHIZAKI Kaoru (西崎香)

IST130-1: Introduction to Global Studies (2004 Curriculum)
IGS200-1: Introduction to Global Studies (2008 Curriculum)
Fall Term: TR 14:00-15:15
Instructors: C. Kenneth Quinones, Wo-lap Lam
 Tetsuya Toyoda, Naoya Yamazaki
Office: C3-2 (Quinones), C3-4 (Lam)
 C3-5 (Toyoda), C3-9 (Yamazaki)
Office Hour: To be announced by each faculty
Office Telephone: 5941 (Quinones), 5880 (Lam)
 5985 (Toyoda), 5882 (Yamazaki)
E-mail: ckquinones@aiu.ac.jp (Quinones)
 willy@aiu.ac.jp (Lam)
 toyoda@aiu.ac.jp (Toyoda)
 yama708@aiu.ac.jp (Yamazaki)

Course Objectives

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

Course Description

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

Classroom Activities

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

Prerequisite

None

Evaluation

Quiz by Lam	25 %	Quiz by Quinones	25 %
Quiz by Yamazaki	25 %	Quick quizzes by Toyoda	25 %

Course Materials

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

Other materials will be distributed by each faculty.

Course Schedule

Sep.	3	R	Nakajima	Introductory Lecture by Dr. Nakajima
	8	T	Lam	Global economic landscape after the financial crisis
	10	R	Lam	New global financial architecture: roles of the U.S., Europe and Asia
	15	T	Lam	Changing fortunes of the BRICs economies
	17	R	Lam	The Chinese, Indian and Russian models of development
	22	T	National Holiday	
	24	R	Lam	China's contribution to globalization
	29	T	Lam	Japan's contribution to globalization
Oct.	1	R	Lam	Quiz by Lam
	6	T	Quinones	"Why Globalize Yourself?"
	8	R	Quinones	What is Liberal Arts?
	13	T	No Class Day	
	15	R	Quinones	East verse West
	20	T	Quinones	Liberal Arts and My Future
	22	R	Quinones	Global Studies Outside Japan
	27	T	Quinones	Review and Discussion
29	R	Quinones	Quiz by Quinones	
Nov.	3	T	National Holiday	
	5	R	Yamazaki	Huntington. "The Clash of Civilizations?": Introduction
	10	T	Yamazaki	Huntington. "The Clash of Civilizations?": Sec. 1-Sec. 3
	12	R	Yamazaki	Huntington. "The Clash of Civilizations?": Sec. 4-Sec. 6
	17	T	Yamazaki	Huntington. "The Clash of Civilizations?": Sec. 7-Sec. 9
	19	R	Yamazaki	Ajami. "The Summoning."
	24	T	Yamazaki	Bartley. "The Case for Optimism."
	26	R	Yamazaki	Quiz by Yamazaki
Dec.	1	T	Toyoda	M. A. Shain, "The State Strikes Back: Immigration Policy in the European Union", <i>European Journal of International Law</i> (2009). The lead section and Section 1
	3	R	Toyoda	Sec. 2 and Quiz 1
	4	F	Toyoda	Sec. 3 and "EU institutions and other bodies" (http://europa.eu/institutions/index_en.htm)
	8	T	Toyoda	Supplementary materials on "The European Pact on Immigration and Asylum" (TBD) and Quiz 2
	10	R	Toyoda	Shain, Sec. 4
	15	T	Toyoda	Sec. 5
	17	R	Toyoda	Sec. 6 and Quiz 3

Akita International University
INF260 Information Science (3 credits)
Fall '2009

Instructor: Marcin SCHROEDER

Office hours: TBA

e-mail: mjs@aiu.ac.jp

Semesters: Fall

Classroom: TBA

Office: C7

Phone: 886-5984

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

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

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

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

sciences, psychology, and humanities. Students should acquire this view of intellectual inquiry, and should be able to search for this unified perspective in their studies of other themes.

STUDY MATERIALS:

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

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

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

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

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

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

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

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

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

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

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

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

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing for the course. Although there will be frequent reference to the basic knowledge of several disciplines such as biology, history, psychology, computer science, physics, each time instructor will make an introduction reviewing the high school knowledge necessary for understanding. Genuine interest in the matters related to information and willingness to participate in the discussion of these matters will be of higher importance than the prior academic preparation.

POLICIES: Acts of cheating or other forms academic dishonesty will be dealt with harshly. Students may work together on their assignments or preparation for classes, but every student must prepare individually and without help of others his/her assignments. Attendance in all classes is mandatory, whether it is being checked by instructor, or not.

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

COURSE FORMAT AND ACTIVITIES:

Generally, class sessions have format of lectures with frequent interactions between the instructor and students in form of questions and answers, with some regularly scheduled time for discussion in which all students are expected to participate. Students will have an opportunity to influence the proportion of time allocated for the topics considered in the course by asking questions regarding the issues of special interest for them.

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

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

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

Week 1: Introduction

- Explanation of the expectations from the side of the instructor and from the side of students.
- Review and modification of the course plan based on the interests of students.
- What is information? Why is it so difficult to answer this question?
- Search for diverse manifestations of information across the academic disciplines and in everyday experience.
- The relationship of the concept of information to other concepts such as knowledge, communication, etc.

Week 2:

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

Week 3: Other Origins: Cryptography

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

Week 4: Language and Logic

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

Week 5: Computers and Computer Information Processing

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

Week 6: Biological Information Systems – Genetics

- DNA, double helix, and the inherited information
- Evolution

- From “monkey trial” to “Kitzmiller vs. Dover”
- Emergence

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

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

Week 8: Review and Midterm

Week 9: Consciousness and AI

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

Week 10: Information is physical

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

Week 11: Culture and Information

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

Week 12: Information perspective on Art and Music

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

Week 13: Search for connections between different forms of information

Week 14: Presentations

Week 15: Final version of the major written assignment.

IST 210: International Relations			
Instructor:	Yoshihiko Nakamoto	Office:	
Phone:		E-mail	nakamoto@aiu.ac.jp
Credits:	4		
Style of Class:	Lecture		
Course Description:			
<p>This course considers the factors that determine continuity and change in the international system. Emphasis will be on periods of conflict and change in the international milieu, with case studies ranging from the Peloponnesian War to the contemporary post-Cold War system. Is it true that international relations remain resistant to fundamental change, as “realists” argue? Or can we observe a progressive change in the evolution of relations among states, as “liberals” contend?</p>			
Course Objectives:			
<p>The aim of this course is to introduce students to the complexities of international politics by giving them a good grounding in the traditional realist theory before turning to liberal approaches that became more prominent after the Cold War. I try to present difficult concepts in clear language with historical examples so students will gain a practical understanding of the basic vocabulary of international politics.</p>			
Course Materials:	Joseph S. Nye, Jr., <i>Understanding International Conflicts: An Introduction to Theory and History</i> , Sixth Edition (New York: Longman, 2006).		
Grading Methods:	-- Informed class participation and discussion – 10% -- Mid-term examination – 40% -- Final examination – 50%		

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

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

Note:

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IST-240 International Cooperation and Assistance

Class Hours: Mon and Wed: 14:00-15:15

Instructor: Kouichi MORIZONO

Email: morizono@aiu.ac.jp

Office:

Office Hours:

Description:

Foreign aid to developing countries has played an important role in international cooperation, with its objectives and strategies diversifying over the decades. More players have come in and new challenges are emerging. Because of its complexity and the multidisciplinary approaches required, foreign aid is sometimes misunderstood and often received criticism. This course will provide an overall and well-balanced picture of foreign aid from its historical roots, together with the evolution of development strategies, to an opportunity of simple project designing to better understand the operations of foreign assistance. Japan's ODA will be highlighted in many parts of the discussion. Students are encouraged to not only comprehend the substance of foreign aid but also consider how foreign aid is to be extended for effective international cooperation. To help understand actual operations of foreign aid, the course will also provide case studies of development projects and if resources are available, arrange meeting(s) with key personnel of aid agencies.

Objectives:

The course is designed to provide students with the following opportunities to (i) understand why and how foreign aid is extended; (ii) acquire the knowledge of what type of aid is appropriate under given conditions; (iii) get acquainted with major issues and problems of foreign aid, such as ODA given by Japan and other donors; and (iv) to become familiar with operation on foreign aid, especially in project designing.

Study Materials:

<Textbooks>

No particular textbook will be used, but the first one of the reference books listed below will be often used for reading. Mostly, handouts prepared by Instructor will be used in class.

<Reference books, sources of readings and other information>

All these are available (reserved) in the library or at respective Websites.

* Martinussen, John D. and Pedersen, Poul E. Aid: Understanding International Development Cooperation, Zed Books, 2003

* Lancaster, Carol. Foreign Aid, Diplomacy, Development, Domestic Politics. Univ. of Chicago Press, 2007

- * Tarp, Finn. Foreign Aid and Development. Routledge 2000
- * Wood, Robert E. From Marshall Plan to Debt Crisis: Foreign Aid and Development Choices in the World Economy, Univ. of California Press, 1986
- * Riddell, Roger C. Does Foreign Aid Really Work?. Oxford Univ Press 2007
- * Japan's Official Development Assistance: Annual White Paper, Ministry of Foreign Affairs (available at Web site of the Ministry, Japan)
- * Websites of World Bank, OECD/DAC, UNCTAD, Bilateral Aid Agencies (JICA, USAID, DFID, Kfw, DTEC, etc.)
- * 西垣・下村「開発援助の経済学」2003

Assessment:

The grading of student's overall performance will be made based on the results of the following distributions and weights:

(1) Final Exam	30%
(2) Quizzes (mostly in multiple choice), collectively	30%
(3) Homework and Presentation	30%
(4) Class Participation	10%

Expected Academic Background:

Not in particular.

Policies:

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

Format and Activities:

Mostly, class sessions will be comprised of lecture and discussion. Each session will generally be initiated with lecture on the topic(s) of the day and then class discussions will follow. Students will be assigned to do in-depth study on specific assistance by official or private donors and present their findings in class for discussion. As one of the course targets, students will also prepare virtual proposals for setting up a NGO for international assistance.

Schedule:

<Week 1>

Themes: (1) International Cooperation vs. International Assistance, (2) Key Concepts

* OECD/DAC: DAC's Glossary

http://www.oecd.org/glossary/0,2586,en_2649_33721_1965693_1_1_1_1,00.html

<Week 2>

Themes: What is International Aid and why?

* Martinussen & Perdersen. Chap 2 (pg 7-23)

<Week 3>

Themes: (1) What is ODA? (2) ODA Structure and Types

* OECD/DAC: DAC's Statistical Reporting Directives

<http://www.oecd.org/dataoecd/36/32/31723929.htm#29>

* Websites for definition, criteria, and structure:

- MOFA Site: ODA

<http://www.mofa.jp/mofaj/gaiko/oda/index.html>

<Week 4>

Themes: Case Studies of Development Assistance (Loan/Credit, Grant, TA)

* Project Reports of WB, ADB, and JICA (To be selected. All will be available at their respective websites).

* Tarp: Part II (pg129-219)

<Week 5>

Themes: Doctrines and Strategies of Foreign Assistance: Post-war till Second UN Development Decade in 1970s

* Wood: Chap 1 and 2 (pg.29-78)

* Martinussen & Perdersen: Chap 4 (pg39-47)

* Truman's Point Four Program:

<http://www.factmaster.com/ce6/history/A0858181.html>

* Bretton Woods System:

http://en.wikipedia.org/wiki/Bretton_Woods_system

* UN Second Decade of Development: General Assembly Resolution No.A/2626(XXV)

<http://www.un.org/Depts/dhl/resguide/resins.htm> (Find the Resolution of 25th Session on 24 Oct 1970)

<Week 6>

Themes: Doctrines and Strategies of Foreign Assistance: (1) Breton Woods Institutions and Development Strategies in 1980s and (2) New Development Agendas and Strategies in 1990s

* Martinussen & Perdersen: Chap 4 (pg47-53)

* Wood: Chap 5 and 6 (pg195-312)

* NIEO:

http://en.wikipedia.org/wiki/New_intrnational_economic_order

* Structural Adjustment Lending/Development Policy Lending

WB website: Find "Development Policy Lending"

<Week 7>

Themes: Japan's ODA: Histories, Structure, Administration and Policies

* ODA White Papers 2004 and 2005 (Both are available at the sites of Ministry of Foreign Affairs)

<Week 8>

Themes: Japan's ODA: (1) Criticism and Challenges, (2) Case Studies

* OECD/DAC: "Japan Strives to Align Policies and Resources with New Aid Vision" 2003

http://www.oecd.org/document/38/0,2340,en_2649_33721_22139942_1_1_1_1,00.html

* Japan Institute of Global Communications, "Official Development Assistance of Japan: Criticism and Suggestions" Koichi Mera, 2001

http://www.glocom.org/opinions/essays/200109_mera_official/

<Week 9>

Themes: ODA by Other Bilateral Donors: USA, Germany, UK, France, Sweden

Presentations by Students Groups, which will be followed by questions and answers. The format of presentation will be announced in class in due course.

<Week 10>

Themes: (1) International Comparison of Bilateral Donor's Assistance; (2) Multilateral Assistance: Policies, Structures, and Administration

* OECD/DAC: Aid Activities

http://www.oecd.org/department/0,2688,en_2649_34469_1_1_1_1_1,00.html

* Martinussen & Perderson: Chap 6 (74-92) and Chap 7 (94-142)

<Week 11>

Themes: (1) Multilateral Assistance: Case Studies, (2) Assistance by NGOs/NPOs

* Martinussen & Perderson: Chap 8 (pg143-173)

* ODA White Paper 2005: Chap 2

* WB and UNDP Projects/Programs (To be selected. All will be available at their respective websites)

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<Week 12>

Themes: Project Cycle and Project Preparation (PDM)

* "Project Cycle for Public Sector Projects": ADB Website

<http://www.adb.org/Projects/cycle.asp>

* "Using the Logical Framework for Sector Analysis and Project Design: A User's Guide"

Part II, ADB

http://www.adb.org/Documents/Guidelines/Logical_Framework/chap02.pdf

<Week 13>

Themes: Project Designing (Problem Tree and Objective Tree)

Workshop will be conducted.

<Week 14>

Themes: (1) Case Studies: Project Concept Building, (2) Overall Review Session

Presentation by each students group, followed by questions and answers

Research Methods in the Social Sciences

Fall 2009

(3 credits)

Syllabus

Instructor: Dr. Percival Santos
Time: Tuesdays & Thursdays 1030-1145
Classroom: TBA
Office: A 3-4
Tel: 018-886-5806
Email: santos@aiu.ac.jp

Course Description:

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

Students will do the following group tasks:

1. Write a research project proposal (1,500 words by Thursday November 12, 2009)
2. Give class presentations on the progress of their research (at least once in the term)
3. Submit a final group research paper based on the project (4-5,000 words by Tuesday December 15, 2009)

Course Objectives:

Upon completion of this course students will be able to (1) conduct a small scale research project that is theoretically and methodologically informed (2) understand the general principles and methods involved in doing social research.

Assessment:

Student achievement of the stated course objectives will be measured in the form of (1) class presentation (2) student participation (3) and a 4-5,000 word research project to be done by a group of 3 students.

Required Textbook

Neuman, W.L. 2009. *Understanding Research*. Boston, MA: Pearson.

Course Topics

Theme 1

The nature of empirical social research

Subtopics: empirical evidence, critical thinking: seeing the structure of arguments, uncovering hidden assumptions

Theme 2

Planning a research project

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

Theme 3

Qualitative and quantitative research

Subtopics: qualitative research, quantitative research, inductive approach, deductive approach, generating and testing hypotheses

Theme 4

Quantitative research methods

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

Theme 5

Analyzing the quantitative data

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

Theme 6

Qualitative research methods

Subtopics: ethnography, participant observation, interviews, focus groups

Theme 7

Analyzing the qualitative data

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

Theme 8

Writing a research proposal

Subtopics: research objective, research procedure, hypothesis, literature review

Theme 9

Combining quantitative and qualitative research

Subtopics: paradigm, triangulation, complementarity, offset, completeness

Theme 10

Market research

Subtopics: market information, market segmentation, market trends, product research, Brand research

Theme 11

Internet-based research

Subtopics: ethnography of the internet, online focus groups, online personal interviews, online social surveys,

Theme 12

Writing up social research

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

AKITA INTERNATIONAL UNIVERSITY

INT 250 : Comparative Philosophy

Professor: Dr. Don Nilson

Fall, 2009

Style of Class: Lecture & Discussion

Credits: 3

Course Description: This course is an exploration of several key philosophical issues in the contexts of several distinct cultures, past and present, by investigating the intellectual or cultural background to the philosophers and issues studied. Themes typically addressed : knowledge and rationality; concepts of reality and the question of cultural relativism ; mind and selfhood ; concepts of the good and the ideal society; human rights; the role and appreciation of works of art. Examples of themes investigated : experience, self & personal identity in Locke and Buddhist philosophers; the concept of the Good in Ancient Greek and Indian philosophies; the distinct spiritual roles of the poetry of Whitman and of Rumi ; concepts in East & West about our responsibility for nature and environmental problems.

About Studying Philosophy in a Global Context: In this course we seek a better understanding of key philosophical issues as they appear today in a global context and as ever-more-profoundly affected by diverse cultural influences. Careful reading and research are elements essential to gaining such understanding. The readings for the course are university-level readings, and generally speaking, university-level readings are most often a bit difficult. But we approach the process of close-reading in a structured way, looking for the writers' reasoning and responding to that reasoning. *Speaking personally, I truly hope you will come to see the value of, and to enjoy the study of, philosophy as presented via this course. I believe that that the kind of understanding we seek is vital for global culture today and for us as individual citizens .*

Course Objectives & General Content:

- In this course, through the comparative studies we undertake, students will develop an appreciation and understanding of several major philosophical issues as they appear in several distinct cultural settings . And they will enhance their skills in critically and thoughtfully responding to such issues.
- Students will learn ways to uncover similarities and differences between different cultures and ultimately this means comparing views of the world, with special reference to philosophical and religious perspectives.
- Students will develop careful, thorough and precise ways of reading works in philosophy with attention to making clear comparisons between philosophers & philosophies. But the course aims for general understanding and so, is not only for specialists.

- Students will improve their logical and critical skills. They will come to see how arguments can be criticized and thus can come to be better understood.
- Students will come to see how the comparative study of philosophy can enrich their understanding of philosophies, religions and other aspects of various cultures as well.

Class Materials:

1. Required Textbook : Thomas P. Kasulis - Intimacy or Integrity. Philosophy and Cultural Difference. (Honolulu : University of Hawai'i Press, 2002.)
2. Required Textbook : H. Gene Blocker - World Philosophy. An East-West Comparative Introduction to Philosophy. (New York : Prentice Hall, paperback edition 1999.)
3. Selected short readings will be available for you to make your own photocopies. Handouts, such as question sets, charts and outlines, as well as other readings, will be made available during the course.
4. Usual reading assignments from the above (see 1, 2 & 3) will be approximately 20 pages per class.
- 5 We will use some video and audio recordings to enhance our understanding of various themes studied.
6. We will use some on-line resources in philosophy.

Methods of Evaluation and Grading:

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

- 1) Exams: There will be a mid-semester exam and a final exam consisting of multiple choice, short-answer and essay questions. Each exam counts as 20% of the final grade, but the final exam grade may count more if you do especially well on the final exam.
- 2) Papers : Students will write two short papers for the course. These will be critically and logically structured papers prepared following detailed instructions that will be provided separately. These papers will count for a total of 25%. Papers must be turned in on time.
- 3) Homework, Class Participation and Presentations: You are expected to attend and fully participate in *each* class, to do all readings in preparation for each class and all assigned homework on time . You are expected to be prepared for each class and especially for in-class discussions or presentations that you will do. We will do some short in-class group presentations on various topics. Together all of these parts of the course will count for 35% of your grade.

Policies :

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

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

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

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

Preparation : This is a course for beginners : no prior background or courses in philosophy are required. A sincere interest is expected in learning about the place of philosophy in human culture.

Conference Interpreting I

Name of Instructor: *Tatsuya Komatsu*

COURSE OBJECTIVE
<ol style="list-style-type: none">1. To provide basic training for conference interpreting between Japanese and English (better participants could proceed to advanced program which could lead to the career of conference interpreting.)2. To provide training with an aim of improving comprehension and production skills of L2(English/Japanese), which are essential for interpreting.3. To encourage participants to take active interest in and gain knowledge of such subject areas as economy/business, international relations, politics, environment etc.4. To encourage participants to form their own views on various issues and acquire skills to express them.5. To encourage participants to appreciate their L1(Japanese/English) and improve their skills in using it.
COURSE DESCRIPTION
<ol style="list-style-type: none">1. Using recorded material of authentic speeches/discourses, the course will provide basic training for consecutive interpreting between Japanese and English (simultaneous interpreter training will only be given when adequate skills of consecutive interpreting will have been acquired.)2. Each participant is regularly requested to perform interpreting during the class and will receive critique, comments and suggestions for improvement.3. Since interpreting requires high level of comprehension and production in L2 and L1, emphasis is always placed on accuracy and speed in these skills.4. Through the study of class and related materials, participants are always required to increase their knowledge of related subject areas.5. To polish skills of delivery both in L1 and L2, participants are always encouraged to improve their presentation skills.
PREREQUISITION
<ol style="list-style-type: none">1. Participants should have strong interest in communication/language and cross-cultural matters and are willing to make efforts to improve skills in these areas2. Participants should have high enough level of L2 proficiency.
EVALUATION/ASSESSMENT
<ol style="list-style-type: none">1. Through evaluation of interpreting performance in the test and during classes.2. Through evaluation of reports submitted by participants
CLASS MATERIALS
<ol style="list-style-type: none">1. Recorded materials of authentic speeches/discourses to be selected by the instructor for each session.2. Books:<ul style="list-style-type: none">小松達也「通訳の技術」2005、研究社小松達也「通訳の英語 日本語」2001、文春新書Danica Seleskovitch, <i>Interpreting for International Conferences</i>, 1978, Pen & Booth

Issues and potentials in Biotechnology Fall 2009

INT280

(Friday 14:00-16:45)

General Description

Biotechnology has gained a lot of attentions from various fields such as pharmacy, cosmetic, chemical and food industries. In these fields, biotechnology has played a significant role in developing new products to provide diversified benefits in our daily life. At the same time, however, there are ongoing disputes regarding to what extent we should modify genes which are evolved through thousands of years of natural processes. This class provides an area to examine both potentials and issues on biotechnology. In this regard, the class consists of two parts; one focuses on issues associated with biotechnology, and another deals with potentials of biotechnology. Two institutor are in charge of each parts.

Style of Class: Lecture and Field Trips

First Part by Dr. Yoshiro Nukaga

(From September 4st to f October 23rd)

Description: The first part of this course focuses on genetics with special reference to bioethics and policy. The development of genetics (e.g., molecular genetics) has triggered ethical, legal, and social issues of biotechnologies, including genetically modified organisms, genetic testing, gene therapy, enhancement, and cloning issues. It is thus important to understand both bioethical and policy issues on genetics. The course will provide the opportunity for small group discussion on these issues, by using reading materials, videos, and proposal for final paper. Students are encouraged to participate in lecture and group discussion in the course.

Study materials: In the first part of the course, reading article(s) will be assigned for each week. Please refer to the class schedule.

Reference books will be as follows:

- Burley, J. and Harris, J. eds., 2002, *A Companion to Genethics*, Oxford: Blackwell.

- Davis, B.D., 1991, *The Genetic Revolution*, Baltimore: Johns Hopkins University Press. Shannson, T.A. ed., 2005, *Genetics: Science, Ethics, and Public Policy*, Lanham: A Sheed & Ward Book.
- 山中浩司・額賀淑郎（編）, 2007, 『遺伝子研究と社会：生命倫理の実証的アプローチ』 昭和堂.

Assessment:

Each student has to choose a research topic for final paper and bring its proposal to the class for “discussions.” Final paper is due to the end of the course schedule.

- | | |
|--|-----|
| ● Classroom Participation and Presentation | 15% |
| ● Proposal for Final Paper | 10% |
| ● Final Paper | 25% |

Class Schedule:

- Week 1 Biotechnology, Bioethics, and Policy: From Mendelian Genetics to Molecular Genetics

Syllabus Review, History of Genetics, and Discussion

(No Reading Assignment)

- Week 2: Biotechnology and Regulatory Ethics

Bioethics Commission, Regulatory Ethics, and Case Discussion (Medical Issue)

(Reading Assignment)

- ✓ National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979, *Belmont Report*, Available at:

<http://www.nihtraining.com/ohsrsite/guidelines/belmont.html>

- Week 3: Biotechnology and Regulatory Science

Research Science, Regulatory Science, and Case Discussion (Policy-Making)

(Reading Assignment)

- ✓ Jasanoff, S., 1990, *The Fifth Branch: Science Advisors as Policymakers*, Cambridge,

MA: Harvard University Press, pp.61-83.

- Week 4: Recombinant DNA and Environmental Ethics

Instruction for Proposal, Recombinant DNA, Precautionary Principle, and Case Discussion (GMO Food)

(Reading Assignment)

- ✓ O’Riordan, T. and Cameron, J., 1994, “The History and Contemporary Significance of the Precautionary Principle,” O’Riordan, T. and Cameron, J. eds., *Interpreting the Precautionary Principle*, London: Earthcan Publications Ltd, pp.12-30.
- ✓ Hill, J., 1994, “The Precautionary Principle and Release of Genetic Modified Organisms (GMOS) to the Environment,” O’Riordan, T. and Cameron, J. eds., *Interpreting the Precautionary Principle*, London: Earthcan Publications Ltd, pp.172-82.

- Week 5: Genomics and Ethical, Legal, and Social Issues

Human Genome Project, Genetic Exceptionalism, and Discussion for Proposal Paper Due: Proposal for Final Paper (1 page)

(Reading Assignment)

- ✓ Hope, T. et al., Genetics, 2003, *Medical Ethics and Law: The Core Curriculum*, Edinburgh: Chruchill Livingstone, pp.99-107.
- ✓ Murray, T.H., 1997, “Genetic Exceptionalism and ‘Future Diaries’: Is Genetic Information Different from Other Medical Information?,” Rothstein, M.A. ed., *Genetic Secrets: Protecting Privacy and Confidentiality in the Genetic Era*, New Haven: Yale University Press, pp.60-73.

- Week 6: Gene Therapy and Enhancement

Instruction for Final Paper, Gene Therapy, Enhancement, and Case Discussion (Gene Doping)

(Reading Assignment)

- ✓ Resnik, D.B., 2003, “Genetic Engineering, Human,” Post, S.G. ed., *Encyclopedia of Bioethics*, New York: Macmillan, pp.959-966.

- ✓ Miah, A., 2005, "Gene Doping: The Shape of Things to Come," Tamburrini, C. and Tännsjö, T. eds. *Genetic Technology and Sport*, London: Routledge, pp.42-53.

- Week 7: Cloning Technology

Somatic Cloning, Reproductive Cloning, Therapeutic Cloning, and Case Discussion (Cloning)

Paper Due: Final Paper (3-4 pages)

(Reading Assignment)

- ✓ National Bioethics Advisory Commission, "The Science and Application of Cloning," Nussbaum, M.C. and Sunstein, C.R. eds., *Clones and Clones: Facts and Fantasies about Human Cloning*, New York: W.W.Norton & Company, pp.29-40.
- ✓ Brock, D.W., 1998, "Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con," Nussbaum, M.C. and Sunstein, C.R. eds., *Clones and Clones: Facts and Fantasies about Human Cloning*, New York: W.W.Norton & Company, pp.141-164.

Note: The class schedule may be subject to some change, and in the case the instructor will announce it in the course.

Second parts by Dr. Kenji Sakamoto kenji@sakamotobio.com

(From Oct 30 to the end of semester, including two field trips.)

Course Descriptions:

It is very useful to understand and observe the actual living business world concerning Biotechnology fields. In this class, we will learn and see what is going on in the actual business world and we will find out what is most acceptable in the fields of Life Science as a product for the Market. We will research about Biotech-World by using many multimedia information in the class.

Assessment

Score: will be determined by your reports and presentations. I will ask each of you to research and present on the matter of one topic (which I will give you) concerning

biotechnologies.

Class Schedule

- 1st Week: I will show you many technologies being used for the Life Science fields among the actual recent markets. We will discuss and debate after understanding these techniques.
- 2nd Week: Visiting to the Akitaken- sougou-shokuhin- kenkyusho. (Akita Research Institute for Foods ARIF) looking around under explanations from Research staffs.
You can ask them any kinds of questions concerning about this fields.
- 3rd Week: Discussion about the 2nd weeks observations what you saw and thought at the ARIF. I will give you information about the Functional Foods and Functional Materials from many natural products.
- 4th Week: Lets check and think about the recent problems in the Food consumption situations including Genetic Manipulated products. We will research and debate, is it safe or not? Why can you say so?? So on.
- 5th Week: Visiting to Akita Nougyou Shikenjo (Akita Agriculture Institute AAI) to see the recent technologies in agricultural field. You can see many new established vegetables that were produced by them, and you can ask researchers about the matter of actual agricultural problems.
- 6th Week: Discussion about 5th week visiting on AAI.
We have to know the market demands. So we will compare the actual demands in the markets (consumers) to what is going on, in the Biotech-Research World.
- 7th Week: We will summarize the issues and potentials of the Biotechnology in the present and future world. Let's think about not only developing countries but also many un developing countries concerning about the Biotech-Power and Usefulness.

INT 2 9 0 Practical Listening of International News

Instructor: Katsuya Konishi, M.I.A.

Course Description:

Globalization has reached a new phase as CNN became an international household term. Since then world public opinion is often swayed, for better or worse, by influential English-speaking media including CNN, BBC, and The New York Times. Given such circumstances, it is entirely essential for anybody interested in English-oriented professions to be acquainted with issues and topics hotly debated in English-speaking media. This course is designed to explore a variety of issues and perspectives offered in latest international news in major English-speaking media. Students are expected to develop both analytical and practical ability to comprehend latest international news in broadcasting, print, and web journalism. Basic listening and reading comprehension drills will be followed by occasional background briefings highlighting some indispensable concepts in political science, economics, and sociology. Lively discussions are much encouraged, and students will be asked to offer an alternative perspective to ideas and opinions presented in each news material. Attention is also paid to discussing given news topics in terms of its implication for the Japanese context.

Course Objective:

Students will be expected to:

- 1) develop aural comprehension skills by familiarizing themselves with given news topics;
- 2) improve oral presentation skills by mastering a repertoire of techniques and know-hows;
- 3) make a contribution in substantive discussions by formulating a coherent and persuasive argument;
- 4) broaden their understanding of international news by mobilizing key social scientific theories and hypothesis;
- 5) acquire some basic knowledge and skills for actual interviewing and reporting.

Prerequisites: BE, EAP

Class Materials: CNN, BBC World, The New York Times, The Washington Post, The Economist, TIME, Newsweek

Evaluation/Assessment:

Class contribution	50%
Final exam and/or report	50%
A	90~100
B	80~89
C	70~79
D	60~69
F	below 60

Schedule:

Week 1	Introduction to course
Week 2	Structure of news gathering and reporting
Week 3	Straight news (CNN)
Week 4	Straight news (BBC)
Week 5	Feature stories (CNN, BBC)
Week 6	Print and web media (NYT, WP)
Week 7	continued (The Economist, TIME, Newsweek)
Week 8	continued (influential news sites on web)
Week 9	Aspects of television interviews (“Fareed Zakaria GPS” on CNN, “60Minutes”on CBS)
Week10	continued (“HARDtalk” on BBC, “Larry King Live” on CNN)
Week 11	Aspects of television discussions (“The Situation Room”on CNN)
Week 12	continued (“This Week”on ABC)
Week 13	Aspects of presidential news conference
Week 14	continued
Week 15	continued

Note: Specific news contents will be subjected to change as news unfold, and accordingly latest news will be prioritized.