

Korean 2 (2 credits) & Korean 2 Practice (1 credit)

Instructor: Mitsuko KIM 김광자

Office:

Office hours:

Email:

Phone:

Semester: Fall 2009

Classroom:

DESCRIPTION

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

Students who are taking Korean 2 are strongly recommended to take Korean 2 practice at the same time. Korean 2 practice is a self-taught course using practice book. Students can do practice book exercises at home or in the LDIC of library.

OBJECTIVES

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

STUDY MATERIALS

Textbook

Seoul National University Language Research Institute, *KOREAN 2 한국어 2* (Green Book), Seoul: Moonjinmedia, 2003 (2nd edition), ISBN 978-89-539-0225-1.

Practice book

Seoul National University Language Research Institute, *KOREAN 2 Practice Book*, Seoul: Moonjinmedia, 2005 (1st edition), ISBN 978-89-539-0572-6.

Because of some importation difficulties, this book could not be placed at book store. Students can buy textbooks from the instructor in the classroom on the first day of class. 3000yen (2 books)

ACADEMIC PREPARATION

Students should have finished Korean 1 (yellow book) or have an ability equivalent to it.

ASSESSMENT

1 Class participation	27%
2 Homework assignment	26%
3 Bi-weekly quiz	21%
4 Final exam	26%

COURSE FORMAT AND ACTIVITIES

Korean 2

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

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

Korean 2 Practice

(1) Korean 2 practice is a self-taught course. Students do the practice book exercises by themselves at home or in the LDIC of library. The CDs for the listening sections are available only at the LDIC. Fill in the blanks on the practice book and confirm your answers with references to “the correct answer” that are at the end of the book. Compositions of review sections should be also finished.

(2) Submit your practice book to the instructor on the day of bi-weekly quiz. After checking your progress, the instructor will return it to you.

POLICIES

• Class policy

(1) Learning a language should be a fun activity. The instructor will try to make class easy and enjoyable as possible. In turn, students are required to do their part-attending class, doing homework. Also, students' participation is very important to make class fun. Do not be afraid of making a mistake! Be Active!!!

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

(3) Do not be absent. Be on time for class. Quizzes will be given during the first 10-15

minutes of class. So if you are absent or late, you may miss your only opportunity to take the quiz.

• **Assignment policy**

(1) There will be two kinds of homework assignments, exercise homework and recording homework for every class, which will be due the next class. No assignment for the first week.

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

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

• **Assessment policy**

(1) Attendance is an essential part in this course. If a student is absent 5 times and more without any prior notice, his/her grade will be drop one full letter grade (A→B). Late arrival shall be considered tardy. Three instances of tardy will be counted as one instance of absence.

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

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

SCHEDULE

The weekly schedule can be slightly changed depending on students' understanding

<Week 1>

Review, self-introduction 자기소개

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

<Week 2>

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

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

<Week 3> Quiz1

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

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

<Week 4>

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

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

<Week 5> Quiz2

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

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

<Week 6>

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

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

<Week 7> Quiz3

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

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

<Week 8>

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

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

<Week 9> Quiz4

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

Lesson17 Please take our order. 여기 주문 좀 받으세요.

<Week 10>

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

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

<Week 11> Quiz5

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

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

<Week 12>

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

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

<Week 13> Quiz6

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

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

<Week 14> Quiz7

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

Lesson28 Spring is warm. 봄은 따뜻하다.

Final examination

RUS100/110 Russian I

Pyotr Tumarkin

Spring & Fall 2009

Course description

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

The course consists of the following parts.

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

Course objectives

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

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

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

Course schedule (this is tentative and subject to change)

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

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

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

Russian 2. Week 15 – 30.

Russian 3. Week 30 – 45.

Attendance Policy

Attendance is important in this course, since most of the learning will take place in teacher-students intercourse, pattern drill and working in pairs or small groups.

Evaluation

Attendance: 30%

Small tests, oral or written: 40%

Semester-end test: 30%

Texts and other materials

① Main texts

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

② Additional materials

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

Spanish 2

Fall 2009 Syllabus

Instructor: Dr. Percival Santos

Time: Tuesdays and Thursdays 1400-1515 (break) 1530-1645

Classroom: TBA

Office: A 3-4

Telephone: 018-886-5806

Email: santos@aiu.ac.jp

Number of credits: 2

Course Description

This is a beginner's course in Spanish for students with a basic or elementary grasp of the language. It is intended to be the continuation of the Spanish 1 course offered at AIU. It shall also be taught using the communicative approach. The themes to be taught in this course are: how to interact in daily activities, how to talk about one's personal life, work, hobbies, etc, and those of others, how to describe actions that happened in the past, how to comprehend things to do with topics of personal interest, how to grasp the principal ideal in simple written and oral texts and messages, how to scan for specific information in written texts, how to write brief texts related to one's own personal sphere, how to write personal letters expressing one's immediate needs.

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Course Objectives

The general objective of the course is to equip students with the necessary knowledge and strategies so that they can attempt to communicate basic ideas and topics in a Spanish-speaking environment.

The student will be able to perform the following linguistic tasks:

- Contrast and compare information
- Expressing opinions, agreement and disagreement
- Describing how one is feeling at this moment
- Identifying, defining and describing people, objects and places
- Talking about past actions and events
- Talking about one's own life experiences
- Express disappointment, complaint, surprise and enthusiasm about something
- Make conjectures and speculate about things
- Talk about the first time one did something
- Make promises
- Justify and give reasons for one's actions and beliefs
- Make predictions

- Give orders and prohibitions
- Ask permission

Assessment

The course will be assessed as follows:

- Final oral and written exam- 70%
- Class attendance and participation- 30%

Textbook

Prisma- Metodo de Español Para Extranjeros. Level A2 Continua. 2007. Madrid. Editorial Edinumen.

Exercise book

Prisma de Ejercicios. Level A2 Continua

JAS160/155 JAPANESE RELIGION

Professor Soho Machida, Ph.D.

soho@hiroshima-u.ac.jp

This course will introduce various aspects of Japanese religious tradition. Students will be expected to go beyond contemporary stereotypes and appreciate more deeply the rich mixture of tradition and modernity in Japanese religion.

One of the best ways to grasp the whole map of Japanese Religion is to use two key channels. One is to study rituals & festivals in practice, and the other is to trace the life and philosophy of religious leaders. Students will be expected to conduct their own research on selected topics and perform power-point presentations based on the findings.

PLAN OF CLASS TOPICS:

Class 1: Japanese Religion & Its Role in the Global Community

Class 2: Japanese Mythology

Class 3: Bear Festival of Ainu

Class 4: Folk Belief of Okinawa

Class 5: Mystery of Suwa Shrines

Class 6: Students' Presentations

Class 7: Mountain Asceticism

Class 8: Renaissance of Kamakura Buddhism

Class 9: Hidden Christians

Class 10: Students' Presentations

EVALUATION:

Participation in class (20 %)

Group Projects (80 %): 2-times Group Presentations

Key Points of Presentation

1. Analysis of Topic
2. Logical Coherence
3. Use of References
4. Slide Design
5. Performance
6. Clarity
7. Coordination

BOOKS FOR REFERENCE:

- | | |
|-------------------|--|
| Davis, Hadland. | <i>Myths and Legends of Japan</i> |
| Earhart, H.Byron | <i>Religion in the Japanese Experience</i> , Thomson Wadsworth |
| Earhart, H.Byron | <i>Japanese Religion</i> , Thomson Wadsworth |
| Endo, Shusaku. | <i>Silence</i> |
| Hori Ichiro, eds. | <i>Japanese Religion</i> |
| Ian Reader eds. | <i>Japanese Religions: Past & Present</i> |
| Machida Soho | <i>Renegade Monk: Honen and Japanese Pure Land Buddhism</i> |
| Morton, W. Scott. | <i>Japan: Its History and Culture</i> |

Suzuki, Daisetz. *Zen and Japanese Culture*
Whelan, Christal. *The Beginning of Heaven and Earth*

Instructor's Name **Alexander Dolin**
Office C-5
Office Hours
E-mail address alexanderdolin@aiu.ac.jp
Semesters fall semester
Day and Time Monday, Wednesday 14:00 – 15:15

Course description

The course presents a comprehensive overview of classic Japanese literature from the Nara period to the early XX c. which will familiarize students with the most famous authors and their masterpieces as well as with the cultural background. Comparative approach revealing numerous parallels with Chinese and Western traditions unveils the complex nature of Japanese aesthetics as seen in relation to cross-cultural contacts. Such unique phenomena as the early medieval novel, lyrical diaries, tanka and haiku poetry, Noh and Kabuki drama will each be shown in the larger context of world literary heritage.

The course is provided with video materials featuring historic sights, biographies of various writers and various kinds of classic performances like No, Kabuki and Bunraku.

Course objectives

1. Create a background for understanding the basic characteristics of Japanese literature.
2. Introduce students to the texts of the great masterpieces of Japanese Literature (in English translation)
3. Open up access to various fields within Japanese culture, including religious thought, fine arts, performing arts, martial arts, Japanese gardens and tea ceremony.

Study Materials

A. Dolin "Japanese Literature in a Nutshell"

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

Shuichi Kato "A History of Japanese Literature". Japan Library, ed. 2

- videotapes and DVD

Reference Materials

Donald Keene "Anthology of Japanese Literature". Tuttle, ed. 3

Online resources

List of recommended reading

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 required to write papers using their reference materials provided on the CD-ROM and fully participate in the discussions..

Class Schedule

1. Japanese Literature and Culture in the Context of World Civilization
Folklore and the First Monuments of Literature in the Nara Period.-
The Myths of the *Kojiki* – the *Nihongi* and the *Fudoki*.
2. The Poetry of the *Manyoshu*.
3. Heian Culture: The *Kokinshu* and other Imperial waka Anthologies.
Waka Poetry in the Early Kamakura Period: The *Shinkokinshu* – Saigyō –
Fujiwara Teika.
4. Great Prose Masterpieces of the Heian Period: Folklore and Setsuwa Stories - Early
Monogatari Literature – The *Genji Monogatari* - Lyrical Diaries.
5. Presentations
6. Emergence of Samurai Culture in the Kamakura, Ashikaga and Muromachi Periods.
Medieval *Gunki* Epic Tales - *The Heike Monogatari*.
7. Later Medieval *Gunki* Epic Tales – The *Taiheiki* – The *Gikeiki*. -
History of Japan in the Mirror of Fiction (*rekishi monogatari, zuihitsu*)

8. Noh Theatre and Kyogen – Plays and Poetics. – Kanami and Zeami. -
Noh Theatre and Kyogen – Performance.
9. Literature and culture in the Tokugawa Period – Introduction.
Religion, Philosophy and Morals of the *ukiyo* World
10. Zen Buddhism in Fine Arts and Martial Arts – Zen Style of Life -
Zen Buddhism in Literature – Renga and Gozan bungaku
11. *Haiku* Poetry, *Haiga* Paintings and *Haibun* Prose -
Basho and his Aesthetic Universe.
12. Haiku after Basho – Shofu School – Yosa-no Buson – Kobayashi Issa.
Edo waka Poetry: Ryokan-hoshi, Ozawa Roan, Tachibana Akemi.
13. Presentations
14. Prose Masterpieces of the Tokugawa Period:
Ihara Saikaku
15. Joruri and Bunraku Theatre.
Kabuki Theatre and its Role in the City Life.
16. Plays by Chikamatsu Monzaemon – Jidai-mono – Sewa-mono
Drama after Chikamatsu – Chusingura.
17. Ueda Akinari and *Kaidan* Ghost Stories -
Popular Fiction and Book Printing – Evolution of the Woodblock Prints
Technique and ukiyo-e Painting..
18. “National School” *Kokugaku and Literature: Kamo Mabuchi, Motoori Norinaga* -
Literature of the *Bakumatsu* Period
19. Presentations
20. Literature and Culture in the Meiji Period: Modernization – Western Influences -
Education and Science – Religion - Arts – Revival of National Identity
21. Great Names in Meiji-Taisho- Showa Poetry - Great Names in Fiction in the
Meiji- Taisho Period (overview) .
23. Great Names in Fiction in the Showa Period (overview)
24. New Japanese Literature and the West: a Century of Shared Love.
25. Final Examination

JAS 240: Foreign Policy of Japan

Fall Term: Thursday and Friday 14:00–15:15

Instructor: Takashi Koyama

Phone: 090-4208-7062

Email: ktakashi@aiu.ac.jp

Course Goals

Students will learn how foreign policy of Japan developed since the Meiji period. They will study how that foreign policy is applied today and perceived from abroad. They will also find out the problems of Japan's foreign policy and the challenges it faces in today's global world.

Course Description

Class participants will study Japan's changing international role, security policy, international contribution, UN peace keeping operations, historical issues, human rights and economic policy. Also we will analyze relations with U.S., Europe, Middle East, China, Russia, South Korea, North Korea and Southeast Asia. They will learn not only their political relationship but also economic relationship as well.

Classroom Activities

I will explain at the beginning of class some of the important news of the week. Students will read not only newspaper articles but interviews I have conducted with Japanese and foreign specialist around the world. The students will be asked their own opinion on each subject.

Prior Academic Preparations

No prior academic preparation is required.

Evaluation

Final exams, attendance and two response papers

Course Materials

Materials will be provided in class.

Class Schedule

1. The Present International Situation

2. Japan's Diplomacy
3. Japan US Alliance
4. Japan's Changing International Role
5. Dealing with Rise of China
6. International Contribution
7. Article Nine and Security Policy
8. Discussion
9. Multilateral Political Diplomacy
10. Multilateral Economic Diplomacy
11. Northern Islands Issue
12. Senkaku Islands Issue
13. The Politics of Memory
14. The Role of Human Rights
15. Discussion
16. Meiji Restoration
17. Russo-Japanese War and World War I
18. Washington Regime and Manchurian Incident
19. World War II and Postwar Japan
20. New Japan U.S. Age
21. Economic Relation
22. Discussion
23. China and Taiwan
24. South and North Korea
25. Asia and the Pacific
26. Russia
27. Europe
28. Middle East: Oil Crisis and Relations with Persian Gulf States
29. Middle East Today
30. Southeast Asia
- 31.

まはげ変身コーナー

The Visible Invisible: An Introduction to Japanese Society

Darren J. Ashmore, Ph.D.

Fall 2009

Timetable: Tues/Thurs – 15:00 to 16:45

Classroom: TBC

Instructor: Dr. Darren J. Ashmore

Office Hours: Wednesdays 1300-1600

Office: A-4-11

Tel: 886-5955

Email: lupin3@aiu.ac.jp

DESCRIPTION:

In first part this course introduces some basic Japanese socio-cultural concepts such as *tatemae/hone*, *giri*, *wabi/sabi*, *ryosai kenbo*, and so forth in order to become familiar with some general constructs, influencing the inherent logic of Japanese society. In the second part, the course introduces Japanese society from a cultural-anthropological perspective with an attempt to present a variety of views on Japan. The emphasis is placed on multi-cultural facets rather than homogeneity of Japanese society. The following topics are covered: sources of Japanese tradition, house/family system, community and neighborhood, social status and stratification, gender, religion, education and career, life cycle and festivals, entertainment, etc.

INTERNATIONAL STUDENT NOTE: This is a basic course designed for students with little/no knowledge of such matters. Please bear this in mind when signing up

COURSE OBJECTIVES

Over the course of the program, student will:

- Develop an understanding of some of the more important aspects of Japanese Society.
- Be able differentiate between the important social and cultural aspects of the country.
- Define the differences between Japanese and American/European/Asian (etc.) cultures.
- Recognize unique and borrowed social forms that are found in Japan.
- Appreciate Japanese artistic and cultural properties.
- Understand the nature and purpose of comparative cultural studies.



STUDY MATERIALS:

<Core Readings>

Supplied each week in class – no formal text-book required.

Further readings (all the following may be found in the University library – the number is their stack reference code)

- Sharon Kinsella. Adult manga : culture and power in contemporary Japanese society. 80003748
- Takeo Doi The anatomy of self : the individual versus society 9014755
- Hendry, Joy. Understanding Japanese Society. 91019739
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. 10009969
- Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. 9010146
- Reischauer, Edwin. The Japanese Today: Change and Continuity. 91016870
- Denoon, Donald. Et al. Multicultural Japan.



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 presentations (30%)
- (3) *optional* second report (+20%).

The essay will be from 2,000 to 4,000 words in length, submitted no later than the **end of week 10 for initial review and week 15 for final marking**. Any of the following essay questions may be used, though anyone wishing to research a different issue may come to see me before the end of week three to agree upon a question of their own choosing (a thing which I strongly endorse).

- 1: "Mass culture depends on its market" Are Japan's traditional cultural properties being slowly eroded by the sort of mass popularisation which has seen Kabuki in a Parisian Opera House and Bunraku in a London University?
- 2: Discuss the role of the Mother figure (working and otherwise) in the modern Japanese household. How has her position changed in the last twenty years.
- 3: "Why is Bushido still so important to the Japanese salaryman?" Discuss the ongoing importance of this seemingly feudal concept to Japanese society – especially within business, education and the political field.
- 4: "The countryside is emptying and no-one knows how to stem the tide". Discuss the current perception of a rapid population decline in areas like Akita Prefecture. Are these fears justified and, if so, what causes/consequences can you identify in this population shift?
- 5: "Believe in a sign of Zeta!" Anime, manga and a host of other Japanese pop-culture icons have exploded onto the world in the last decade or so (Indeed, often the only interlocutor to Japanese culture for some people). What is it about these – often archly Japanese – cultural properties which makes them so accessible and, indeed, are they actually a good example of what Japan has become?
- 6: "The Invisibles" What is the role of Japan's traditionally invisible minorities (Ainu, Buraku, Nisei, Zainichi, homeless, New Freeta etc.) within this 21st century country? Do the prejudices of the past still cling to these groups?
- 7: "Women's World" As the world shrinks and (young) Japanese women become ever more aware of their own personal power, within a global context who is this affecting the way in which they view their relationship with Japanese society as a whole (as well as their family, friends, work and men in particular).

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

COURSE FORMAT AND ACTIVITIES: Weekly sessions will be divided into lecture and group seminar sessions. During lectures the key points of the course will be presented, exercises carried out and group assignments for the seminars will be issued. The Seminar will always take place on the first session of the week, to give you ample time to prepare after the previous lecture. As a consequence, the first session is likely to be a shortish one – as there will be relatively little to actually discuss.



まはげ変身コーナー

SCHEDULE:

Thursday 3rd September – Orientation

<Session 1 – 8th Sept>

Theme: *Uchi and Soto: Mythconceptions of Japan.*

Lecture: Introducing the subject of Japanese Cultural Studies from a comparative point of view and introducing the first important issue of note (*nihonjinron*) to the class.

Main Question: What do current views on the notion of *nihonjinron* scholarship say about modern Japanese attitudes to both themselves and others?

Readings:

- Donald Keene. Appreciations of Culture. Kodansha.
- Takeo Doi The anatomy of self : the individual versus society 9014755
- Hendry, Joy. Understanding Japanese Society. 91019739
- Reischauer, Edwin. The Japanese Today: Change and Continuity. 91016870

<Session 1.5 – 10th Sept>

Theme: Uchi and Soto

Presentation: Attitudes to Japan, from within and without.

Presenters: As selected in the previous class.

<Session 2 – 15th Sept>

Theme: *Studying Japan.*

Lecture: Examining foreign perspectives on Japan in both the historical context and in the modern age – both in positive and negative ways.

Main Question: What does European and American views on Japan during and after the Second World War say about the social and political insecurities in the West?

Readings:

- Donald Keene. Appreciations of Culture. Kodansha .
- Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. 9010146
- Denoon, Donald. Et al. Multicultural Japan.

<Session 2.5 – 17th Sept>

Theme: *Studying Japan*

Presentation: Alternate Views of Japan.

Presenters: As selected in the previous class.

<Session 3 – 24th Sept and 29th Sept.>

Theme: *Screening One: “Ikiru” [To Live].*

Lecture: One of the most heart rending Japanese films ever made which examines the nature of what it was to be Japanese in the post-war period..

Seminar Question: “Review ‘Ikiru’ with an eye to the issue of loyalty and service – what has Japan become for the main characters in the post-war years?”

Readings: NA.

<Session 4 1st Oct.>

Theme: *Class and Stratification.*

Lecture: Exploding the myth that Japan has no clear cut class divisions, but is rather defined by a of a group-against-group mentality (drawn from certain readings of *tatema* perhaps). This week’s lecture details different perspectives on the social structure of contemporary Japan.

Seminar Question: How do the Japanese themselves conceptualise the notion of class division?

Readings:

Edwin Reischauer. [The Japanese Today](#)

Yoshio Sugimoto [An Introduction to Japanese Society](#)

<Session 4.5 – 6th Oct>

Theme: *Class in the classless society*

Presentation: Class conflict.

Presenters: As selected in the previous class.

<Session 5 – 8th October>

Theme: *Work and Labour.*

Lecture: This week’s lecture looks at popular *soto* mythconceptions of Japanese *zaibatsu*-esque corporations dominating work and consumer life and exposes a more complex picture of small company involvement.

Seminar Question: the so called ‘*New Freeta*’ were once seen as the enemy of the Japanese work ethic. How and why have companies – both large and small – taken this expanding group to heart in the last 5 years?

Readings:

- Edwin Reischauer. [The Japanese Today](#) (Available form the University Bookshop soon).

- Hendry, Joy. Understanding Japanese Society. 91019739

<Session 5.5 – 8th Oct>

Theme: *Labour*

Presentation: New Freeta.

Presenters: As selected in the previous class.

<Session 6 – 20th and 22nd Oct>

Theme: *Screening Three: “Tampopo”* [Dandelion].

Lecture: Juzo Itami’s masterful parable of food, sex and friendship.

Seminar Question: “Review ‘Tampopo’ with an eye to the issue of family relations and the position of women in Japanese society, then (mid 1980s) and now.”

Readings: NA.

<Session 7 – 27th Oct>

Theme: *Discovery of the Self*.

Lecture: This week we are going to go over some of the key moments in Japanese history and consider how these have affected social cohesion, religious matters and – ultimately – cultural development.

Seminar Question: “The Japanese have no sense of self. They steal everything they can, and destroy that which they cannot steal” – Gen. Douglas McArthur. Discuss?

Readings:

- Edwin Reischauer. The Japanese Today.
- Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. 9010146
- Denoon, Donald. Et al. Multicultural Japan.

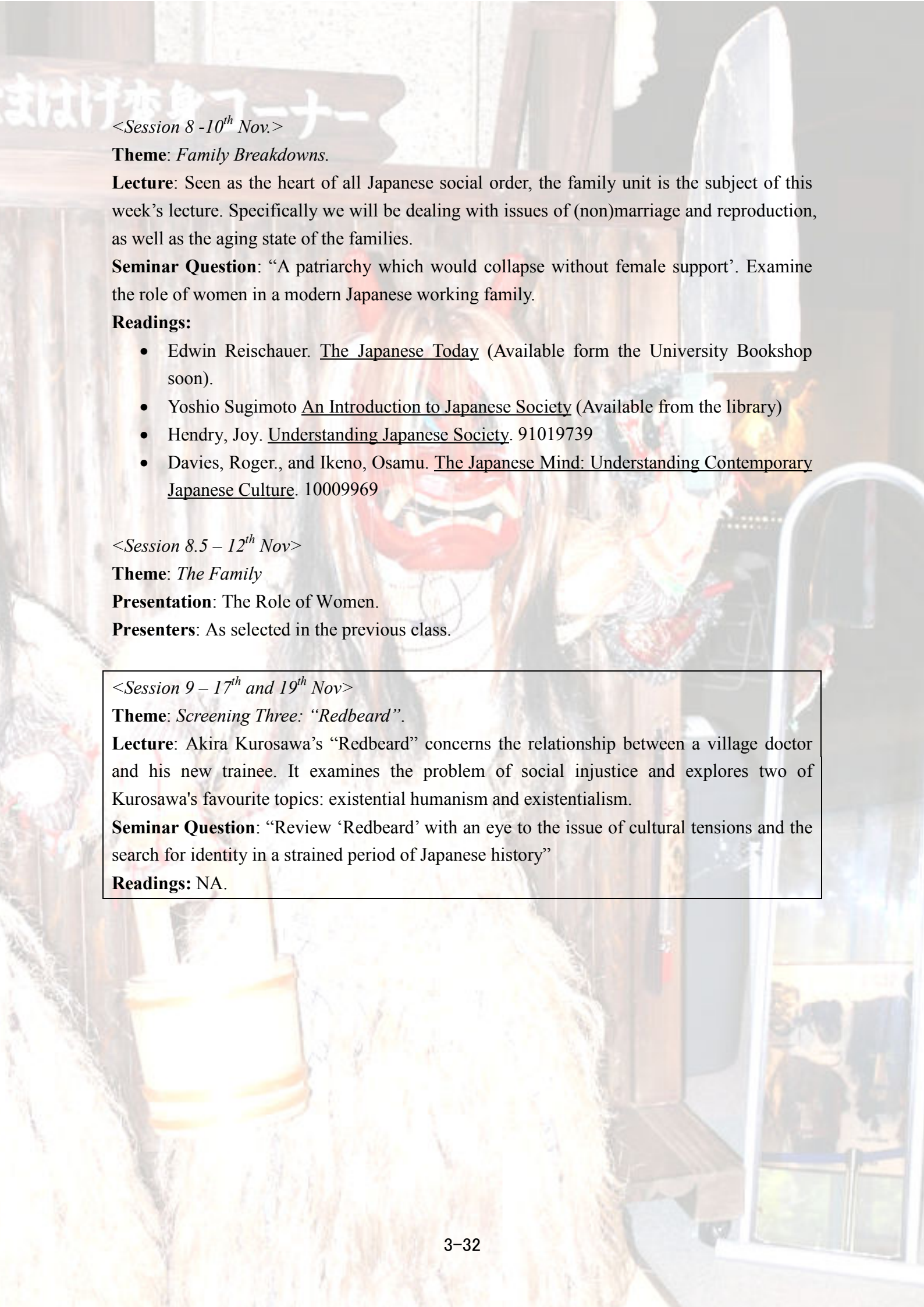
<Session 7.5 – 29th Oct>

Theme: *Discovery of the Self*

Presentation: Cultural theft.

Presenters: As selected in the previous class.

Thursday 5th November – class cancelled



<Session 8 -10th Nov.>

Theme: *Family Breakdowns.*

Lecture: Seen as the heart of all Japanese social order, the family unit is the subject of this week's lecture. Specifically we will be dealing with issues of (non)marriage and reproduction, as well as the aging state of the families.

Seminar Question: "A patriarchy which would collapse without female support". Examine the role of women in a modern Japanese working family.

Readings:

- Edwin Reischauer. The Japanese Today (Available from the University Bookshop soon).
- Yoshio Sugimoto An Introduction to Japanese Society (Available from the library)
- Hendry, Joy. Understanding Japanese Society. 91019739
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. 10009969

<Session 8.5 – 12th Nov>

Theme: *The Family*

Presentation: The Role of Women.

Presenters: As selected in the previous class.

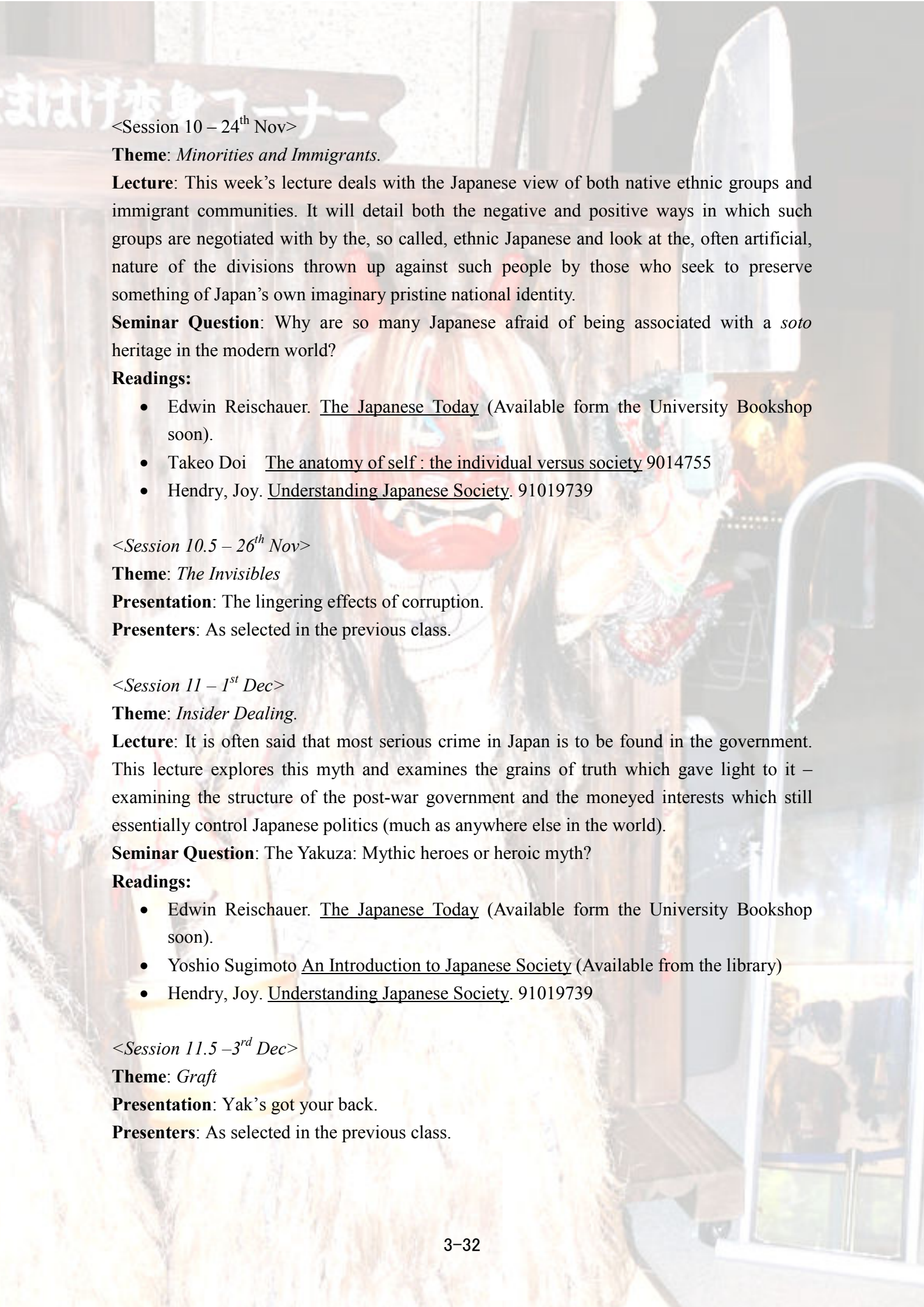
<Session 9 – 17th and 19th Nov>

Theme: *Screening Three: "Redbeard".*

Lecture: Akira Kurosawa's "Redbeard" concerns the relationship between a village doctor and his new trainee. It examines the problem of social injustice and explores two of Kurosawa's favourite topics: existential humanism and existentialism.

Seminar Question: "Review 'Redbeard' with an eye to the issue of cultural tensions and the search for identity in a strained period of Japanese history"

Readings: NA.



<Session 10 – 24th Nov>

Theme: *Minorities and Immigrants.*

Lecture: This week's lecture deals with the Japanese view of both native ethnic groups and immigrant communities. It will detail both the negative and positive ways in which such groups are negotiated with by the, so called, ethnic Japanese and look at the, often artificial, nature of the divisions thrown up against such people by those who seek to preserve something of Japan's own imaginary pristine national identity.

Seminar Question: Why are so many Japanese afraid of being associated with a *soto* heritage in the modern world?

Readings:

- Edwin Reischauer. The Japanese Today (Available from the University Bookshop soon).
- Takeo Doi The anatomy of self : the individual versus society 9014755
- Hendry, Joy. Understanding Japanese Society. 91019739

<Session 10.5 – 26th Nov>

Theme: *The Invisibles*

Presentation: The lingering effects of corruption.

Presenters: As selected in the previous class.

<Session 11 – 1st Dec>

Theme: *Insider Dealing.*

Lecture: It is often said that most serious crime in Japan is to be found in the government. This lecture explores this myth and examines the grains of truth which gave light to it – examining the structure of the post-war government and the moneyed interests which still essentially control Japanese politics (much as anywhere else in the world).

Seminar Question: The Yakuza: Mythic heroes or heroic myth?

Readings:

- Edwin Reischauer. The Japanese Today (Available from the University Bookshop soon).
- Yoshio Sugimoto An Introduction to Japanese Society (Available from the library)
- Hendry, Joy. Understanding Japanese Society. 91019739

<Session 11.5 – 3rd Dec>

Theme: *Graft*

Presentation: Yak's got your back.

Presenters: As selected in the previous class.

Friday 4th December – class cancelled

<Session 12 – 8th Dec>

Theme: *Super Dollfies vs. Bunraku: Popular and Elite Culture Clashes.*

Lecture: Examining the nature of Japanese popular and youth movements in the modern age – from Gothic Lolita/Nazism fetishes, through the Americana movements to the Super Dollfie passions – and the ways in which they conflict with more traditional pastimes.

Seminar Question: Inclusive or exclusive: Are Japanese popular cult movements concerned with creating groups, or excluding individuals?

Readings:

- Edwin Reischauer. The Japanese Today (Available from the University Bookshop soon).
- Sharon Kinsella. Adult manga : culture and power in contemporary Japanese society. 80003748

<Session 12.5 – 10th Dec>

Theme: *Graft*

Presentation: Yak's got your back.

Presenters: As selected in the previous class.

<Session 13 – 15th and 17th Dec>

Theme: *Screening Four: "A Taxing Woman" or "Minbo no Onna".*

Lecture: Juzo Itami's examines the issue of the Yakuza and the seamier side of Japanese business.

Seminar Question: "Review the film with an eye to the issue of institutional corruption and the part which it still seems to play in Japanese business/politics."

Readings: NA.

JAS260 JAPANESE BUSINESS CULTURE (3 credit hours)

Instructor: Hiromi MAENAKA, PhD

Fall semester 2009

Meeting times: Mon & Wed 14:00-15:15

Office: A-28

Phone: 886-5943

email: maenakah@aiu.ac.jp

Office hours: Mondays & Wednesday 16:00-17:30 or by appointment

DESCRIPTION:

This course is a broad overview of the fundamentals and special characteristics of Japanese business institutions and management practices. Topics include industrial structure, industrial groups, hierarchical or subcontracting production systems, personnel management (recruitment, training, promotion, remuneration etc.), decision-making, product development and design, distribution and marketing. The course examines strengths and weaknesses of Japanese business institutions and the challenges they face in today's circumstances with globalization and the rapid growth of information-intensive and technology -based economy.

OBJECTIVES:

Upon completion of this course students will

- (1) Understand characteristics of Japanese business institution and management
- (2) Identify and examine cultural variables affecting Japanese people at work
- (3) Increase awareness of dynamics in Japanese business environment and culture.

STUDY MATERIALS:

<Textbooks>

1. No assigned textbook
2. Required readings will be prepared by the instructor and distributed in class.

<Reference Books or Materials>

A list of reference books will be provided in class.

Newspapers, periodicals, and the Internet for more up-to-date information

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

ASSESSMENT:

- Examination I: 20%
- Examination II: 20%
- Field trip reports: 20%
- A research project presentation: 20%
- Attendance and class participation: 20%

ACADEMIC PREPARATION: No prerequisite courses. Completion of basic business courses is strongly recommended.

COURSE FORMAT AND ACTIVITIES: The format of regular class sessions will be the combination of lecture, discussion and student presentation. There will be some field trips to provide students with opportunities to visit selected local business organizations, observe their business styles and practices, and increase understanding Japanese business culture.

SCHEDULE:

- Week 1 Introduction
Japanese business environment: Geography
- Week 2 Japanese Business Environment
Demography and history
Understanding culture and management style
- Week 3 Classical model of Japanese management
- Week 4-5 Entering the world of work
Recruiting, Training, Career Development, Promotion
Decision making and implementation

Field Trip 1
- Week 6 Inter-organizational structure and human relation
Exam 1
- Week 7 Gender roles in family and workplace
Globalization of workplace
- Week 8 Competition strategies
Quality control and innovation
Inter-organizational relation
- Week 9 Field Trip 2
- Week 10 Marketing, Promotion and distribution
- Week 11 Current issues in the Japanese HRM
Aging society, diverse wage system, flexible employment,
status of women、 overwork, working poor etc.
- Week 12 Field Trip 3

Week 13 Industrial policy in Japan
Roles and functions of the central and local governments and trade associations

Week 14-15 Presentation and discussion of research projects

Exam 2

Note: The class schedule may be altered depending on the need of students and the schedules for field trips. Any change will be notified in advance.



Manga Mania:

From Astroboy to Zeta Gundam in
Japanese Popular Media

Fall 2009

Timetable: Wed 14:00-15:15 and Friday 14:00-16:30

Classroom: Auditorium

Instructor: Dr. Darren Ashmore

Office Hours: Wednesdays 1300-1600

Office: A-28

Tel: 886-5955

Email: lupin3@aiu.ac.jp

COURSE DESCRIPTION

This course is designed as a survey of important examples of Japanese comic and animation art – as historical moments, aesthetic movements and as Japanese (world even) popular cultural properties. It explores anime and manga, and its connected bodies from both media theory, and artistic directions, helping students build up an understanding of the media involved. We shall examine significant examples of the art (both in print and on screen), look at the national/global impact and consider how the Japanese perspective on cartoons has come to affect the way the whole world's media now looks at 'cartoons and comics'.

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

COURSE OBJECTIVES

Over the course of the program, student will:

- Develop an understanding of exactly what anime and manga are.
- Be able differentiate between important styles and genres.
- Define the differences between Japanese and American/European animation/comics
- Recognize unique and borrowed techniques that are used in Japanese media.
- Appreciate manga and anime as artistic and cultural properties.
- Understand the nature and purpose of anime/manga fan cultures.
- Be able to recognize manga's functions in subculture, mass culture, and high culture
- Identify texts that are significant to the development and definition of anime
- 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.

STUDY MATERIALS:

<Core Readings>

- Drazen, Patrick. *Anime Explosion! The What? Why? & Wow! of Japanese Animation*. Berkeley: Stone Bridge Press, 2003.
- Clements, Jonathan and Helen McCarthy. *The Anime Encyclopedia*. Berkeley: Stone Bridge Press, 2001.
- Poitras, Gilles. *Anime Essentials: Every Thing a Fan Needs to Know*. Berkeley: Stone Bridge Press, 2001.
- Allison, Anne. *Permitted and Prohibited Desires: Mothers, Comics, and Censorship in Japan*. Berkeley: University of California Press, 1996.
- Ledoux, Trish. *The Complete Anime Guide: Japanese Animation Film Directory & Resource Guide*. Issaquah, Washington: Tiger Mountain Press, 1997.
- Martinez, D. P., et. al. *The Worlds of Japanese Popular Culture*. Cambridge, UK: Cambridge University Press. 1998.
- Schodt, Frederik. *Dreamland Japan: Writings on Modern Manga*. Berkeley: Stone Bridge Press, 1996.
- Schodt, Frederik. *Manga! Manga!: The World of Japanese Comics*. Japan: Kodansha International, 1983.
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WEBSITES

- *Anime-Seiyuu Info Page*. <<http://www.fanfic.net/~hideaway/seiyuu.htm>>.
- *Anime Web Turnpike*. <<http://www.anipike.com/>>.
- *AnimEigo*. <<http://www.animeigo.com/>>.
- *Books on Anime, Manga, and their place in Japanese culture*. <<http://web.mit.edu/anime/www/books.html>>.
- *DVD Discussion App*. <<http://gormenghast.mit.edu/www/lotr/dvd-app-help.html>>
- *Hitoshi Doi*. <<http://www.tcp.com/doi/>>.
- *Parent's Guide to Anime, A*. <<http://www.abcb.com/parents/>>

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 media studies 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).

Pre-approved topics

1: “Who am I?” Discuss the nature of the human/robot relationships in *Metropolis* (Tezuka/Otomo/Rintaro - 2001) – with special reference to the characters of Tima, Det. Shunsaku, Kenichi, Rock, Duke Red and Pero. What is humanity trying to achieve in creating servile beings in its own image, and who is to blame when the robots tire of their servitude?

2: “Review”: Select one of the series of film cycles discussed in the course and write a full review of it, discussing character concepts, visual style, narrative and social content.

3: “Translation”: A full translation of chapters one to five of an agreed manga (not currently available commercially or as a fan-translation) – with annotations and explanations of any cultural, historical and artistic points of note.

4: “Biography”: Taking an agreed manga-ka/actor’s life as the focus, explore the work and philosophies of your chosen meister – with special reference to the ways in which they have advanced their own genres, the discipline as a whole and the way in which the broader world views anime/manga through their work.

5: “Space Opera”: Consider the changes wrought in anime through the influence of Matsumoto Leiji’s operatic epics – *Capt. Harlock*, *Galaxy Express 999* and so forth. From where did Master Leiji gather his influence, and what impact his surreal interpretations have had on the current generation of creators.

6: “Big Freaking Giant Robots”: Explore the Japanese obsession with artificial humanoid characters within anime – with specific reference to the links between such examples as the ‘Gundam’ or ‘Giant Robo’ and the sort of shamanistic devices around which the Japanese native faith has always been constructed.

7: “Punch the Monkey”: Lupin III has existed as a character for over forty years now, constantly being re-imagined as the culture around his little band changes. Chart the artistic and social influences on this gentleman thief, and explore how Monkey Punch keeps his immortal thief fresh by constant renovation.

8: “X-Rated”: Discuss the popularity of Hentai in Japan, a land which seems to be morally rather conservative. What sort of release does this ‘cartoon porn’ provide its legions of basement-dwelling fans?

9: “?”:

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.

THE FILMS: *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.*
- **NOTE:** Attendance is compulsory: The course is extremely popular, always oversubscribed and places are limited. Failure to attend without good cause will result in failure.



SCHEDULE:

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

Part One. Framing Devices in Manga and Anime

<Session 1> - (Fri, 4th Sept and Wed, 9th Sept)

Theme: *The Prehistory of Anime and Manga*

Lecture: Introducing the subject of Manga and anime studies, we will examine both the history of narrative art in various countries throughout the world, coming to rest eventually on the styles which developed in the US and Japan into the ‘comics’ of the 1930s, from which manga and anime ultimately draw their current form.

Screening: A variety of Anime – from the 1920, 30s and 40s. **NOTE: NO SUBTITLES.**

<Session 2> - (Fri, 11th Sept and Wed 16th Sept)

Theme: *Rise of the Robots, Part One: Crush Them Now, Giant Robo!*

Lecture: Looking at the creation of anime and manga of a technological nature this week. Considering what we saw in Session One, we will examine Japan’s fascination with technology and the place which such devices have in Japanese popular art forms.

Screening: ‘Giant Robo’ and ‘Tetsujin 28’.

<Session 3> - (Fri, 18th Sept and Friday 25th Sept)

Theme: *Rise of the Robots, Part Two: Believe in a Sign of Zeta!*

Lecture: Examining the rise of realism in Japanese Robot manga and anime in the 70s. We will examine how the oil shock affected the way in which even manga-ka thought about their heroes and how Yoshiyuki Tomino turned that issue into the, now legendary Mobile Suit Gundam franchise..

Screening: ‘Mobile Suit Gundam Movie I.

Wed: 30th September. Class is cancelled today

<Session 4> - (Fri, 2nd Oct and Wed 7th Oct)

Theme: *The Magical Girls, Super Teams and Tenti-Porn.*

Lecture: Looking at material from series such as ‘Cutie Honey’ and ‘Tenchimuyo’ and ‘Urotsuki Doji) we will examine a variety of sub-genres in anime and manga – examining the different elements of ‘fan service’ for which these properties cater.

Screening: ‘Cutie Honey’ and ‘Tenchimuyo’.

Part Two: Among Giants: The Gods of Manga.

<Session 5> - (Fri, 9th Oct and Wed 14th Oct)

Theme: *Monkey Punch.*

Lecture: This week we will focus on the work of this radical manga-ka and the ways in which he had attempted to ‘push society’s buttons’ for decades with witty, and often intentionally offensive, material. We will be reading sections of several works in class and you will be expected to complete these readings for the seminar session.

Seminar/Screening: “Cagliostro’s Castle”.

Wed: 21st October. Class is cancelled today

<Session 7> - (Fri, 23rd Oct and Wed 28th Oct)

Theme: *Miyazaki Hayao.*

Lecture: Before he was the best known Japanese animation director, Miyazaki was one of the best known Japanese manga-ka. In this lecture we will examine sections of his masterpiece ‘Nausicaa of the Valley of the Wind’ and look at its message of natural conservationism.

Seminar/Screening: “Nausicaa”.

<Session 8> - (Fri, 30th Oct and Wed 4th Nov)

Theme: *Matsumoto Leiji.*

Lecture: The man who took the Space Opera genre from Western Fiction and recreated it for Japanese manga and anime. We will be examining material from ‘Capt. Harlock’, ‘Galaxy Express 999’ and ‘Space Battleship Yamato’.

Seminar/Screening: “Arcadia of My Youth”.

<Session 9> - (Fri, 6th Nov and Wed 11th Nov)

Theme: *Tezuka Osamu.*

Lecture: The Father of Japanese Anime and Manga. We will examine his life and work, with an eye to his love of classical literature and the potential he saw in technology.

Seminar/Screening: ‘Metropolis’

Part Three: A Knight’s Dark Dreaming: Rebels and Romantics.

<Session 11> - (Fri, 13th Nov and Wed 18th Nov)

Theme: *Takahashi Rumiko.*

Lecture: Looking at the work of these important women manga-ka, we will examine the rise of feminist thought in Japanese pop-culture and the way that as many men flock to these writers as women.

Seminar/Screening: ‘Urusei Yatsura’.

<Session 12> - (Fri, 20th Nov and Wed 25th Nov)

Theme: Otomo Katsuhiro.

Lecture: Looking at the work of the man who made anime sexy. We will examine his early work and his obvious love of surrealism, before moving onto his dystopian tale “Akira”.

Seminar/Screening: ‘Akira’.

<Session 13> - (Fri, 27th Nov and Wed 2nd Dec)

Theme: Azuma Kiyohiko.

Lecture: A recent arrival on the manga circuit, but one whose irreverent take on Japanese modern living (especially at school) has found many fans among the post-bubble generations.

Seminar/Screening: ‘Azumanga Daioh’ Episodes 1-4 (the rest of the series is available for personal viewing should you decide to write a paper on the series).

Wed: 9th December. Class is cancelled today

<Session 14> - (Fri, 11th Dec and Wed 16th Dec)

Theme: Special Christmas Eye Melting Psychosis – *a Selection of anime/live action films which will destroy what is left of your puny little minds before Christmas.*

Friday 11th December – Deadline for essay submission.



BUS-330 BUS330 Modern Business Affairs in China

[also co-listed under JAS340 Japanese Business in China]

Shingo L. NISHIKAWA, PhD

Email: slnishikawa@aiu.ac.jp; short messages: sln--__2004@docomo.ne.jp

Office: Building A4-9, 4th floor

Office phone: 886-5987

DESCRIPTION:

Students who have enrolled in this course have been both non-business and business major students and were usually 3rd or 4th or 5th year students. Class size varies from one year to another, but it is usually small and less than 8. A few foreign students also enroll. If the class size is small, I may move class hours to another mutually convenient time.

What is common to all students who have taken this class is their interest in China – China's history, politics, cinema, music, business, language, apparel, athletics, etc. This course examines China through the eyes of Chinese and foreign business [Japanese, American, European, Asian] women and men. We try to uncover the latest trend and practices of making business in China and explore the impact such changes are having on Chinese and foreign businessmen.

For anyone to claim to he/she understands China economy is preposterous because the changes are occurring at lightning speed. For example, if someone says that he knows China because he had visited China on business prior to Year 2000, he only exhibits ignorance. I lived in Shanghai from 2000 to 2004, in Hong Kong, 1994-1997 (turnover of Hong Kong to China), still visit China every year just to keep up with the changes in this complex society. And I still can't comprehend many things. Thus, we must rely on difference sources including live talks or interviews with people who are actually working in China or just returned from China.

COURSE OBJECTIVES: One important objective is to broaden your previously held view of China and people living there. A person may be an expert now, but environment in China, such as law changes so fast, his/her view and advice maybe of little use a few years from now. Having said this, I still believe that some intrinsic characteristics of Chinese people and society do not change. And you should try to grasp these, too.

REPRESENTATIVE STUDY MATERIALS

Videos: "China From the Inside", PBS [US], a documentary on modern history of China, 2006
"China in the Red," PBS [*Frontline*, US], 2006
R. Buder, G. Huang, "Guanxi: Microsoft, China and Bill Gates' Plan", MIT, 2006
K. Li, CEO of Google China, Carnegie Mellon University, 2008 [in English]
J. Ma, CEO of Alibaba, 2008 [in English]
L. Thurow, "The Emergence of China in the Global Economy", MIT, 2004
Z. Wenzhong, Ambassador to the US, "China's Development", MIT, 2009

Clips from CCTV-9

Books & Journals

"Unmasking Risk in China", *Nikkei biz Tech*, 2005 [in Japanese]
"Doing Business in China", *Harvard Business Review*, 2004

“The China Impact”, K. Ohmae, 2002 [in Japanese]

Articles on China from *McKinsey Quarterly*

- Is China recession proof?, 2009
- Checking China’s vital signs; the social change, 2006
- What executives are asking: from entry to execution, 2006
- Governing China’s board of directors [役員会]、2006

Other journals and newspapers used in class: *Wall Street Journal*, *New York Times*, *Nikkei*, *Nikkei MJ*, *Nikkei Business Journal*

Outside speakers:

The list of speakers changes from year to year. Last time, either in person or via SKYPE, we had: a 65 year old Taiwanese executive, who was running a joint venture in Tianjin for 15 years; a 44 year old, Hong Kong based woman executive of a manufacturing outsourcing company and ZOJIRUSHI (象印) was one of her clients; a 45 year old Hong Kong man, who ran a factory in Beijing for a US company; a 25 year old engineer from Beijing, working for Huawei, the largest telecom equipment manufacturer in China.

ASSESSMENT:

2 midterms 60%; presentations 25%; assignments 15%; no final

ACADEMIC PREPARATION: The most important preparation for a student is a lot of curiosity about China and some knowledge of history of China.

COURSE FORMAT AND ACTIVITIES:

As a rule classes run with a seminar format. They are divided into lectures and presentations/discussion sessions. On lecture days, I (or guest speaker) will review theories and key concepts related to a particular theme. Before the lecture, students are expected to have completed the assigned reading. On student group presentation days, students who are assigned a specific topic and background material (which may include video clips, newspaper articles), will give a Power Point presentation. Midterm exams are based on lectures and presentation materials.

In addition, each time we meet, each student must bring along an article related to present China society and speak briefly on it for a few minutes.

Because this course is open to non-business majors, where needed I will give tutorials on basic concepts in economics and business. After taking this course, even if you are not a business major, you will become more comfortable reading business related articles in newspapers and listening to business news on TV.

SCHEDULE:

The following is a representative schedule but I will change some parts of the program to reflect the interest of the students.

Week 1-3: Modern history of China: After 1949; China before and after Year 2000

Week 4: Entry of foreign firms into China in 1980's and 1990's; role of Hong Kong

Week 5: Evolution of UNIQLO business model in China

Week 6: AT&T manufacturing in Tianjin

Week 7: Managing Chinese workers

Week 8: CIMIC: Challenges of bringing best practices into China:

Week 9: Entrepreneur in Hong Kong

Week 10: AEON and Ito-yokado, Japanese retailers in China

Week 11: Wal-mart & Carrefour in China

Week 12: Intellectual property rights in China

Week 13: Hai-er, a Chinese house hold appliance giant, who operates outside of Japan as well.

Week 14: Japan outsourcing to China

JAS 451 W 12:30-15:00

Cultural Background of Japanese Language (3 credit hours)

Instructor: Yuko Abe

email: yukoabe@aiu.ac.jp

Office: A3-17

Phone: 018-886-5960

Office hours:TBA

DESCRIPTION:

JAS 451 is designed to acquaint students with the pragmatics of Japanese language, in particular with cultural contexts of its use and with typical patterns of thinking among Japanese people which for international students maybe unknown, and of which Japanese students may not be aware.

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

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

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

OBJECTIVES:

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

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

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

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

STUDY MATERIALS:

<Textbooks> TBA

<Reference books, sources of readings and other information>

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

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

(1) Attendance and Class Participation*	30%
(2) Presentations	20%
(3) Reaction papers	20%
(4) Project	20%
<u>(5) Final Reflection Paper</u>	10%
	100%

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

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

POLICIES:

- 1) Students are expected to attend all classes and actively participate in all activities. If students have to miss class meetings for medical or other legitimate reasons, they need to contact the instructor in advance (or as soon as practical), and turn in an official letter that verifies the reason for the absence.
- 2) Absence for more than a third of the class sessions during the term will result in “F” grade.
- 3) Homework assignments are to be turned in at the class on the due dates. Incomplete or sloppily done assignments will receive only partial or no credit. Late homework will be given no credit.

4) Acts of plagiarism or other forms academic dishonesty will be dealt with harshly. See <http://en.wikipedia.org/wiki/Plagiarism> for more information.

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

SCHEDULE:

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

JAS499 JAPAN WORLD DEBATE (3 credit hours)

Instructor: Michihiro MATSUMOTO

Office hours: By appointment

Email:

Meeting times:

Semesters: Fall

COURSE DESCRIPTION: This course serves as a forum where groups of international students and Japanese students come together to debate issues highly controversial in nature that involve Japan's relations with other countries. The course is led by one of Japan's foremost authorities on the theory and practice of English debate. Issues range from the historical to the contemporary, including Japan's role in world peace-keeping operations, revision of the Japanese constitution, Japan's non-nuclear weapons policy, official visits to Yasukuni Shrine by Japanese prime ministers, the North Korean kidnappings, Japan's bid for a seat on the UN Security Council, the Japanese Ministry of Education's involvement in the screening of textbooks, and other controversial issues facing Japanese society and its political leadership. The first few weeks of the semester will prepare students with an introduction to the fundamentals of debate, including preparation and research methods, Socratic dialogue, multi-perspective analysis, speech and cross-examination techniques, logic organization, the hexagonal principle, triangle and hexagonal logic, the 'why-because game,' burden of proof, value debate, policy debate, and other important debate skills. During the remainder of the semester, lectures will continue related to the development of debate skills, and students will form teams and engage in classroom debate competitions. In some instances international teams will debate Japanese teams. In other situations, international students and Japanese students will be mixed on a single team.

OBJECTIVES: At the end of the semester, students will have learned how to analyze issues from critical, multi-perspectives to win the hearts and minds of audiences against worthy opponents, and to appreciate the differences between 'argument' and 'debate.'

STUDY MATERIALS: Handouts will be distributed at the beginning of the semester and at each class session.

ASSESSMENT: Student achievement of the stated course Objectives will be measured four ways: (1) class discussions (20%), (2) surprise quizzes (15%), (3) term paper (15%), and (4) classroom debate competitions (50%).

ACADEMIC PREPARATION: The course is open to all international students, but is closed to Japanese students who have not yet completed one-year study abroad – with some exceptions. Students who are non-native speakers of English should have English fluency equivalent to TOEFL 580 or higher to enroll in this course. The course is open to all majors.

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

COURSE FORMAT AND ACTIVITIES: Class sessions usually will begin with a lecture on a theme designed to develop students' debate skills. After the first few class sessions, students will be given many opportunities to debate their classmates and hone particular skills related to the current lecture theme. Toward the end of the semester, classroom debates will focus on all a combination of skills that have been accumulated during the course.

SCHEDULE:

<Week 1> What is debate? Self-introduction. The hexagonal principle.

<Week 2> Introduction of others. Triangle logic. Researching.

<Week 3> Socratic dialogue. Hexagonal logic. The 'why-because' game.

<Week 4> Organization and speech. Burden of proof.

<Week 5> Cross-examination.

<Week 6> Refutation and rebuttal.

<Week 7> Fact debate.

<Week 8> Value debate.

<Week 9> Policy debate #1

<Week 10> Policy debate #2

<Week 11> Policy debate #3

<Week 12> Coaching debate. How to be magnets rather than batteries.

<Week 13> Mentoring for debaters

<Week 14> Application of debate for negotiation

ECN 301 Financial Theories and Application

Instructor: Tsung-ming YEH, PhD

Email: yosomei@aiu.ac.jp

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

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

DESCRIPTION:

In the first part of this introductory course, we begin by reviewing the financial market and some commonly seen financial instruments such as bond and mortgage. We will learn how these financial instruments work and how their prices are determined.

In the second part of this course, we focus on stocks, and introduce the theory of portfolio and the Capital Asset Pricing Model, which explores the relationship between risk and return. Then we develop the concept of cost of capital, which determines the investors' expected rate of return on the company.

In the final part of this course, we introduce the concept of derivatives, such as futures, forwards, and options. We will show that derivatives are designed as a hedge against the fluctuations in the asset prices.

ACADEMIC PREPARATION:

Students are strongly required to have completed *Algebra* and *Statistics* before taking this course.

STUDY MATERIALS:

- Textbook:
 - *Fundamentals of Corporate Finance*, Brealey, Myers, and Marcus, McGraw Hill (the latest edition)
- Other References for Advanced Study:
 - *Modern Investment Theory*, Robert Haugen, Prentice Hall (the latest edition).

COURSE FORMAT AND ACTIVITIES:

In general, the concepts or theories for each topic will be presented first, and then students are assigned exercises or case studies to apply the concepts and tools. This “learning through doing” approach can strengthen students' understanding of the financial knowledge, and will be beneficial in developing the ability of applying the analytical framework to the real business world.

ASSESSMENT:

- ◆ First Mid-term Exam: 15%
- ◆ Second Mid-term Exam: 15%
- ◆ Comprehensive Final Exam 30%

- ◆ Participations/Exercises: 40%

SCHEDULE:

- ◆ FINANCIAL MARKETS
 - FLOW OF MONEY
 - INDIRECT AND DIRECT MARKET
 - OTHER CLASSIFICATION OF FINANCIAL MAREKTS
- ◆ INTEREST RATE
 - SIMPLE AND COMPOUND INTEREST
 - NOMINAL AND REAL INTEREST
 - APR AND EAR
 - FUTURE VALUE AND PRESENT VALUE
- ◆ MORTGAGE
 - PATTERN OF CASH FLOW
 - PAYBACK AND INTEREST RATE
 - AMORTIZATION OF MORTGAGE
- ◆ BONDS
 - PATTEN OF CASH FLOW
 - AMORTIZATION OF BOND
 - RETURN AND RISK

MID-TERM EXAM 1

- ◆ STOCKS
 - STOCK RETURNS
 - MEAN-VARIANCE APPROACH
 - OTHER STATISTICAL MEASURES
- ◆ PORTFOLIO THEORY
 - OPPORTUNITY SET
 - EFFICIENT SET
 - INDIFFERENCE CURVE
- ◆ CAPM
 - BETA
 - CAMP
 - MEASURING PORTFOLIO PERFORMANCE

MID-TERM EXAM 2

- ◆ STOCK VALUATION
 - DIVIDEND DISCOUNT MODEL
 - GROWTH RATE
 - MARKET EFFICIENCY
- ◆ WACC
 - COST OF EQUITY
 - COST OF BORROWING
 - WACC
- ◆ DERIVATIVE
 - FORWARD
 - FUTURES
 - SWAP
 - OPTION

FINAL EXAM

ECN304 INTERNATIONAL BUSINESS (3 credits*)

Michael LACKTORIN, MBA PhD

Email: mlacktor@aiu.ac.jp

Office: A4-13 Office hours: just drop in, or by appointment

*Note: AIU degree-seeking students who are following the 2004 curriculum will receive 4 credits for this course, after successful completion of a special project. The course code from the 2004 curriculum is BUS320.

DESCRIPTION: This is an introductory course in international business. Major topics are national differences in political economy and culture, international trade and investment, international monetary system, international capital markets, foreign exchange rates, international corporate strategy and structure, and the ‘disciplines’ of business from international perspectives (manufacturing, materials management, marketing, R&D, and human resource management). Our view of the global marketplace will be from the perspective of Japan, and theories and concepts will be applied in the context of Japan and Japanese firms.

COURSE OBJECTIVES: Students will attain basic understanding of a wide range of theories and concepts related to national differences in political economy and culture, international trade and investment, the international monetary system, international capital markets, foreign exchange rates, international corporate strategy and structure, and international business operations. At the end of the course, the successful student will be able to define, without aid of textbook, 80% of the approximately 300 concepts and theories and selected from our textbook and lectures, and explain how they apply, or do not apply or may apply uniquely, to the Japanese market.

STUDY MATERIALS:

<Textbook>

Hill, Charles. International Business: Competing in the global marketplace, 8e. International edition. McGraw-Hill, 2009.

<Website General Reading>

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

<Website Reading for News Brief Analyses (NBA)>

Students are required to read daily the online version of the *Nikkei Shimbun*, which may be accessed at www.nni.nikkei.ac.jp from campus computers.

ASSESSMENT:

10% class participation

15% weekly assignments (News Brief Analyses/other assignments)

25% surprise quizzes (probably 3)
50% final exam

ACADEMIC PREPARATION: Previous study of basic courses in economics provides a good foundation for the concepts and theories that we will cover in this course, but is not a requirement for enrollment.

CONNECTIVITY IN A “KNOWLEDGE FOREST”

When you are learning a subject, my advice is to approach it as a “forest of knowledge.” Inside the forest are many trees, branches, and leaves. Always look for and try to understand the connectivity of your subject matter – the connections between the forest, trees, branches, and leaves.

This course is about the “forest of international business knowledge.” Inside the knowledge forest are many knowledge trees: theories of foreign exchange (為替理論)、theories of international trade (國際貿易理論)、theories of foreign direct investment (海外直接投資理論)、and theories of international strategy (企業國際戰略理論). Each knowledge tree has many knowledge branches: interest rate parity theorem (IRPT), purchasing power parity (PPP), etc. Each knowledge branch has many knowledge leaves: law of one price, theories of interest rate determination, etc.

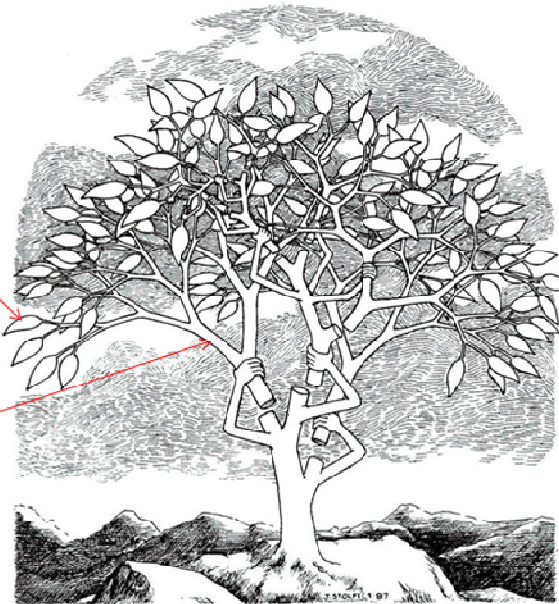
When you are studying difficult material, it helps to frame your learning using the analogy of a forest, comprised of many trees, branches, and leaves. When studying detailed matters (the leaves), always connect leaves to branches, branches to trees, and trees to the forest. By connecting received knowledge, you will not lose sight of the “big picture,” will understand the subject matter more deeply, and will be less apt to forget what you are learning. One of the key philosophies of liberal arts education is that knowledge should be acquired in a connected way to create intersections among a broad range of subjects. This differentiates liberal arts education from other educational approaches that are overly concerned about relevance to specific careers.

My advice to students is to view education from the perspective of interconnectivity. Connect your learning. Look for intersections of knowledge.

Liberal Arts Connectivity of Knowledge

"Knowledge Leaf"
(Law of One Price)

"Knowledge Branch"
(Purchasing Power Parity (PPP))



"Knowledge Tree" of Foreign Exchange located in the
"Forest of Knowledge" about International Business

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

COURSE FORMAT AND ACTIVITIES: Generally, class sessions will alternate between "lecture days" and "NBA days." On Lecture Days, we will review theories and key concepts related to our present theme. Before the lecture, students will have completed the assigned reading and already will be familiar with key concepts and theories. Classes are interactive. During our review, students will be called upon to help explain concepts and theories. On NBA Days student teams will demonstrate through oral presentations and written executive summaries the application of theories and key concepts to the business world in contemporary Japan. There may be one or two field trips to provide opportunities to experience Japanese business first-hand. These field trips may or may not be organized as a part of this particular course.

NBAs: This part of the course is designed to help students understand the application of received theories and concepts. Students will choose from a short list 'key concepts' provided by the instructor, then search recent news media to find a 'real world' application

of the selected concept or theory. The application should involve Japanese companies or international companies operating in Japan. NBAs will be done by teams. Team size will depend on class size. Students will do one NBA per week. NBAs must be written up in the form of an executive summary. NBAs will be presented orally in class (about 2-4 minutes – however, in the case of an especially interesting NBA, we could spend much longer). At the end of class written executive summary will be submitted to the instructor. More detail about how to do NBAs will be provided in class.

SCHEDULE:

Week 1

Introduction & Overview

Chap 1: Globalization (pp. 1-41)

NBA#1

Week 2

Chap 2: National Differences in Political Economy (pp. 42-86)

NBA#2

Week 3

Chap 3: Differences in Culture (pp. 88-123)

NBA#3

Week 4

Chap 4: Ethics in International Business (pp. 124-153)

NBA#4

Week 5

Chap 5: International Trade Theory (pp. 164-199)

NBA#5

Week 6

Chap 6: Political Economy of International Trade (pp. 200-234)

NBA#6

Week 7

Chap 7: Foreign Direct Investment (pp. 236-261)

NBA#7

Week 8

Chap 8: Political Economy of FDI (pp. 262-288)

NBA#8

Week 9

Chap 9: Regional Economic Integration (pp. 290-321)
NBA#9

Week 10
Chap 10: Foreign Exchange Market (pp. 336-365)
NBA#10

Week 11
Chap 11: International Monetary System (pp. 366-399)
NBA#11

Week 12
Chap 12: Strategy of International Business (pp. 406-437)
NBA#12

Week 13
Chaps 13-20: Organization of International Business (pp. 438-477)
NBA#13

Week 14
Field Trips

Week 15
Field Trips

Final Examination

ECN220 / ECN305 PRINCIPLES OF MACROECONOMICS

Instructor: Takashi YAMAMOTO, PhD

Office hours: TBA

Semester: Fall

Email: yamamoto@aiu.ac.jp

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

Class hours: M & W 10:30-11:45

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

By actively participating in this course, students are expected to obtain (i) about 50 key concepts of macroeconomics, (ii) the basic methodology and models in macroeconomics and their application to hypothetical situations, and (iii) the ability to analyze real-world economic issues and macroeconomic policies.

STUDY MATERIALS:

<Textbooks>

- **Baumol, William J. and Alan Blinder. Macroeconomics: Principles and Policy, 11th Edition.** Cengage South-Western, 2009.

You do not have to purchase the 11th edition if you already have the 10th edition of the textbook. Most of the contexts in both books are very similar.

<Study Guides>

- **Study Guide for Baumol & Blinder's Macroeconomics: Principles and Policy, 11th Edition.** Cengage South-Western, 2009.
- Go to the website: <http://academic.cengage.com/economics/baumol>, find your textbook, and click "Student: Companion Site." The website has various information including links and on-line sample exam questions.
- These study guides are 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>

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

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. 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: *aggregate demand, aggregate supply, inflation, deflation, recession, gross domestic product (GDP), nominal vs. real GDP*

Textbook: Chapter 5 – An Introduction to Macroeconomics

<Week 2>

Theme/Theories/Key concepts: *labor productivity, potential GDP, labor force, unemployment rate, frictional unemployment, structural unemployment, cyclical unemployment, full employment, purchasing power, expected inflation rate, real vs. nominal interest rates, CPI*

Textbook: Chapter 6 – The Goals of Macroeconomic Policy

<Week 3>

Theme/Theories/Key concepts: *capital, human capital, investment, property rights, invention, innovation, R&D*

Textbook: Chapter 7 – Economic Growth: Theory and Policy

<Week 4>

Theme/Theories/Key concepts: *national income accounting, disposable income, consumption function, marginal propensity to consume (MPC)*

Textbook: Chapter 8 – Aggregate Demand and the Powerful Consumer

<Week 5>

Review and the 1st Examination

<Week 6>

Theme/Theories/Key concepts: *aggregate demand curve, equilibrium GDP, induced investment, recessionary gap, inflationary gap, multiplier, induced increase in consumption, autonomous increase in consumption*

Textbook: Chapter 9 – Demand-side Equilibrium: Unemployment or Inflation?

<Week 7>

Theme/Theories/Key concepts: *aggregate supply curve, self-correcting mechanism, stagflation, supply shock*

Textbook: Chapter 10 – Bringing in the Supply-side: Unemployment **and** Inflation?

<Week 8>

Theme/Theories/Key concepts: *expansionary fiscal policy, contractionary fiscal policy, automatic stabilizer, supply-side tax cuts*

Textbook: Chapter 11 – Managing Aggregate Demand: Fiscal Policy

<Week 9>

Theme/Theories/Key concepts: *monetary policy, central bank, open-market operation, bank reserves, money demand, money supply, expansionary monetary policy, contractionary monetary policy*

Textbook: Chapter 12 – Money and the Banking System

Chapter 13 – Managing Aggregate Demand: Monetary Policy

<Week 10>

Review and the 2nd Examination

<Week 11>

Theme/Theories/Key concepts: *velocity, quantity theory of money, monetarism, controlling money supply vs. controlling interest rate, rules vs. discretionary policy*

Textbook: Chapter 14 – The Debate over Monetary and Fiscal Policy

<Week 12>

Theme/Theories/Key concepts: *policy mix, budget deficit, budget surplus, monetizing the deficit, crowding out, crowding in, national debt burden*

Textbook: Chapter 15 – Budget Deficits in the Short and Long Run

<Week 13>

<Week 14>

Theme/Theories/Key concepts: *Phillips curve, stagflation, self-correcting mechanism, rational expectation, indexing*

Textbook: Chapter 16 – The Trade-off Between Inflation and Unemployment

<Week 15>

Review and the Final Examination

**BUS-360 PRINCIPLES OF MANAGEMENT OF INFORMATION SYSTEMS/
also called TECHNOLOGY MANAGEMENT**

Instructor: Shingo L. NISHIKAWA, PhD.

Office Hours: Mon. & Wed., 1-3 p.m. or by appointment

Office: Building A, 4th floor; Office phone: 886-5987

Email: slnishikawa@aiu.ac.jp;
short messages (mobile): sln--_2004@docomo.ne.jp
[Note: after sln, two hyphens, two underlines, then 2004]

Semester: Fall Classes: Tues, Thurs., 5 to 6:15 p.m.

DESCRIPTION: This introductory course in Technology Management is intended for business and non-business majors. It explores how technology has acted as a major pressure on business organizations and government in the last 40 years. We will illustrate by examples why certain, firms/nations with good technology have become global and continues to innovate while other, though blessed with technical talent and cash, failed to become a first tier player in the global scene and are fading.

Typical elements of analysis of firms include:

- Global mindset of the company's culture and its ability to think of the entire business process of which technology is only one of the key elements
- How quickly a firm can respond to customer's wish
- Distinctive technological competencies may allow finding why, when and by what means the company established itself on the market. How did those competencies emerge? What role did they play in competitive positioning of the company
- R&D profile and expenditure; in which domains is the company a leader or a follower; is the company in basic research?
- Management of patents, licenses, technology acquisition and off-shoring
- Manufacturing or other process technologies; examples of manufacturing methods and process technologies developed or applied in the company may be used to illustrate how technology strategy has been implemented, and how did it influence business position of the company.

COURSE OBJECTIVES:

After completing this course you will understand how technology -- with new innovations every minute, quick obsolescence of what is available today, information overload on everyone, and unlimited access to Internet—exerts enormous pressure on corporations, non-profit organizations, national leaders. You will also learn the interplay between technology and two other key players which shape the world we live, namely, market and societal values. Market spawns global competition, changing workforce, rising power of the consumers and society demands social responsibility from corporations, enacts new government regulations, ethical standards, and sets limit of deregulation. These two factors in turn affect the development and deployment process of old and new technology.

REPRESENTATIVE STUDY MATERIALS

(subject to change)

Importance of Process Innovation

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

Technology Trends

T. Friedman lectures in 2005 and 2007 (available from mit.edu.com); his book, *World is Flat, Release 3.0*, Penguin Books (also available in Japanese from 日経新聞出版社)

Application of Technology in Businesses

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

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

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

Organizational Structure and Birth of Innovations

Nonaka, I, Takeuchi H.(1995). *The Knowledge-Creating Company*. Oxford University
Von Hippel, E. (2005), *Democratizing Innovation*, The MIT Press.

S. Burger & MIT Industrial Performance Center, (2005), *How We Compete*, Doubleday; also translated into Japanese :グローバル企業の成功戦略

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

Christensen, C. M. (2003), *The Innovator's Dilemma: The Revolutionary Book that Will Change the Way You Do Business*.

ASSESSMENT:

2 midterms 40%; final 20%; presentations 25%; assignments 15%

ACADEMIC PREPARATION: Students are encouraged to have successfully completed courses in algebra, statistics, economics, accounting, and physics or chemistry before taking this course. However, it is not a requirement to enroll. Students will find it advantageous also to have worked part-time or full time and/or completed a course in marketing. Non-business students with interest in technology are welcome.

COURSE FORMAT AND ACTIVITIES:

Class sessions will be divided into lectures and presentations/discussions. On lecture days, I (or guest speaker) will review theories and key concepts related to a particular theme. Before the lecture, students are expected to have completed the assigned reading. On student group presentation days, students who are assigned a specific topic and background material (which

may include video clips, newspaper articles) and will give a Power Point presentation. Midterm exams are based on lectures and such presentation materials.

SCHEDULE:

The following is a representative schedule and is subject to change

Week 1: Why liberal arts students must study process and product technology

Week 2-4: Key technology trends, based on T. Friedman's *World is Flat*

Week 5-7: Freezing technology and sushi economy

Week 8-9: Shimano (called Intel of bicycle industry) and Cold Forging Technology

Week 10: Leading edge users and innovation Models by V. Hippel of MIT

Week 11: Organization and innovation models by I. Nonaka of Hitotsubashi U.

Week 12: Disruptive technology and innovation models by C. Christensen of Harvard

Week 13: How top corporations compete by S. Burger of MIT

Week 14: Project Presentations

During Week 1, we will have an extra session in the evening to get to know each other, probably over pizza and coke or something more healthy. I want to find out the your background and expectations from this course.

Instructor: Takashi YAMAMOTO, PhD

Email: yamamoto@aiu.ac.jp

Office hours: TBA

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

Semester: Fall

Class hours: TU & TH 10:30-11:45

DESCRIPTION: “Globalization”, or world-wide economic integration, makes states vulnerable to external shocks on the one hand, and it provides measures to take advantages in international market places on the other. These topics become increasingly relevant as the world becomes "smaller" in a variety of ways. This course will introduce you to the study of international political economy. We will study basic tool sets to analyze how domestic politics and policies affect international economic behavior and how the international economy in turn shapes domestic and international politics. We will also examine the complex relationships between politics and economics in the global system. Furthermore, we will attempt to develop a way of thinking critically about how politics and economics interact that will help us explain the behavior of countries, firms, interest groups and individuals.

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

STUDY MATERIALS:

<Textbooks>

- **Balaam and Veseth. Introduction to International Political Economy, 4th ed.** Prentice Hall, 2008.

<Reference books, sources of readings and other information>

- **Friedman, Thomas.** **The World is Flat.** Farrar, Straus and Giroux, 2005.
- **Rivoli, Pietra.** **The Travels of a T-Shirt in the Global Economy.** John Wiley & Sons, 2005.
- **Gilpin, Robert.** **Global Political Economy.** Princeton, NJ: Princeton University Press, 2001

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

ACADEMIC PREPARATION: Before enrolling in this course, students are expected to have successfully completed principles of macroeconomics and/or microeconomics, or with permission of the instructor. Knowledge in political science and international relations is a plus.

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

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

**ECN330 International & Comparative Economics
(ECN320 International Trade) (3 credit hours)***

Fall semesters

Instructor: Hiroya Ichikawa, PhD

Fall Semester

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

Office hours: XXX and by appointment

Meeting times: XXX

email: hiroya@aiu.ac.jp

* Japanese students who matriculated prior to April 2008 will do an additional one-credit project to earn 4 credits for this course.

Description: The desirability of a liberal system of international trade has been commonplace economic discourse ever since the classical economists produced the principle of comparative advantage. Protecting domestic producers against import competition helps those producers, and hurts the interests of importing nations' consumers, and hurts the world as a whole. For more than half a century, the world interest has been defended mainly by global agreement to liberalize trade, and by superpowers with stakes in global prosperity. This course will review international trade theories and policies. Students will gain understanding of the political, economic and cultural nature of trade disputes, universality vs. regionalism, and bilateralism. Students interested in international relations will gain further understanding the complex nature of international trade relationship among nations.

Objectives: The objective of this course is to provide students with basic knowledge and insight into complex international trade relations.

Study Materials:

<Textbook>

1. Peter H. Lindert/ Thomas A. Pugel, International Economics, Tenth Edition, Irwin, 1996.

<Reference books, sources of readings and other information>

2. Joseph E. Stiglitz/ Andrew Charlton, Fair Trade For All, Oxford, 2005.

Sub-textbooks

3. Peter B. Kenen, The International Economy, Cambridge University Press, 1994.

<Website Reading for news items related to international trade issues. (NBA)

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

Academic Preparation: basic familiarity with macroeconomics and microeconomics is recommended.

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

Course Format and Activities: Every class starts with brief discussion on news articles related to current international trade problems. Class sessions will alternate between lectures and students presentation. Students will have completed the reading assignment before students teams presentation. Classes are interactive and seminar type.

Schedule:

<Week 1>

Introduction to the course :

Grouping – leaders, and group names

About news items to be discussed in class

Assignments for class presentation

Outline of the presentation to be mailed by Wednesday evening

To hiroyaichi@aol.com

Warming up Group discussion on Trade related issues

<Week 2>

Peter H. Lindert/ Thomas A. Pugel, International Economics, chap 2.

The Basic Theory of International Trade: PP11/26

Group 1: Presentation:

Demand /Consumer Surplus

Supply /Producer Surplus pp11/18

Group 2: Presentation: pp18/21
A national market with no trade
Two national markets and the opening of trade
Free trade equilibrium

Group 3: Presentation: pp22/24
Effects in the importing country
Effects in the Exporting Country
Which country gains more?

<Week 3>

Peter H. Lindert / Thomas A. Pugel, International Economics, chap.3.

Why Everybody Trades? - Comparative Advantage and Factor Proportions: PP27/56.

Group 4: Presentation: pp27/38
Adam Smith's Theory of Absolute Advantage
Ricardo's Theory of Comparative Advantage
Ricardo's Constant Costs and the Production Possibility Curves

Group 5: Presentation: pp.38/pp46
Increasing Marginal Costs
Community Indifference curve
Production and Consumption Together with Trade

Group 6: Presentation: pp.47/52.
Demand and Supply Curves Again
The Gains from Trade
Trade affects Production and Consumption
What Determines the trade pattern?
The Heckscher-Ohlin(H-O)Theory: Factor Proportions are key

<Week 4>

Group 7: Presentation: pp57/ 74
Who gains and who loses from trade?

<Week 5>

Group 8: Presentation: pp77/91
Growth and trade

<Week6>

Group 9: Presentation: pp95/110.
Alternative theories of modern trade

<Week 7>

Trade Policy
Peter B. Kenen, The International Economy, chap.10.
The evolution of trade policy, pp221/228..

Group 10:

Presentaion:
The basic analysis of a tariff:
Tariff history:
 divergent trends 1816-1860,
 triumph and decline of free trade 1860-1914,
 collapse and reconstruction 1914-1939,

<Week 8>

Nontariff Barriers to imports:
Peter H. Lindert /Thomas A. Pugel, International Economics,
Chapter 8.pp 133/ 152

Group 11: Import quota/VERs/Domestic contents requirements, p133/152

<Week 9>

Arguments for and against protection
Peter H. Lindert / Thomas A. Pugel, International Economics,
Chapter 9.pp 154/ 171

Group 12: The troubled world of second best:pp154/171

<Week 10>

Pushing Exports
Peter H. Lindert/ Thomas A. Pugel, International Economics,
Chapter 10.pp 173/ 199

Group 13: Dumping/retaliation/export subsidies :pp173/198.

Trade Blocs and Trade blocks

Peter H. Lindert/ Thomas A. Pugel, International Economics,
Chapter 11.pp 201/ 221

Group 14: Type of economic blocs /custom union theory:pp201/220.

< Week 11> Trade policies for developing countries.

Peter H. Lindert/ Thomas A. Pugel, International Economics,
Chapter 13.pp 251/ 273

Alternative reading:

Joseph E.Stiglitz/Andrew, Charlton, Fair Trade For All, Oxford, 2005.

Chap 1. Introduction: The Story so Far. pp1/9

: chap.2. Trade Can be Good for Development. Chap.2. pp11-40

The lessons of East Asia and Latin America

<Week 12> The political economy of trade and agriculture.

Peter H. Lindert/ Thomas A. Pugel, International Economics,
Chapter 13.pp 276/ 295

<Week 13>

Group 15: Joseph E.Stiglitz/Andrew, Charlton, Fair Trade For All, chap.2.

Trade Can be Good for Development. Chap.2. pp11-40

<Week 14> Summing Up discussion and Presentation:

Stiglitz/Charlton /chap 13.

Trade liberalization and the cost of adjustment. pp170/214

<Week 15> Final exam

**BUS350 Introduction to Operations Management/Industrial Organization
(ECN321 Industrial Organization) (3 credit hours)***

Spring and Fall semesters

Instructor: Hiroya Ichikawa, PhD

email: hirova@aiu.ac.jp

Office : A4-5 (Bldg A, 4F)

Office hours: XXX and by appointment

Meeting times: XXX

*Japanese students who matriculated prior to April 2008 will do an additional one-credit project to earn 4 credits for this course.

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

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

Study Materials:

<Textbook>

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

<Reference books, sources of readings and other information>

- Ichikawa, Hiroya. “A Competition among rules: A Survey of Japan’s Competition Policy and Related Problems.” Paper presented at the Symposium on Europe and Japan: Partnership in a Changing World, Session VII, Competition among Rules, Organized by Japanese-German Center Berlin, Royal Institute of International Affairs RIIA in London, England, and Japan Institute for International Affairs(JIIA), held in Berlin, Germany, 1991.

- US Department of Commerce. "Japan. The Government-Business Relationship: A guide for the American Businessman." Bureau of International Commerce, 1972.
- Miyashita, Kenichi and David Russell. Keiretsu: Inside the Hidden Japanese Conglomerates. McGraw-Hill, 1994.
- Porter, Michael E., Hirotaka Takeuchi and Mariko Sakakibara. Can Japan Compete? Macmillan Press, 2000.
- Scherer, Frederic M. and David Ross. Industrial Market Structure and Economic Performance, Houghton-Mifflin, 3e, 1990.
- Shepherd, William. The Economics of Industrial Organization. Prentice-Hall, 1985.
- Schmalensee, Richard. "Industrial Organization," in The New Palgrave Dictionary of Economics, v. 2, pp. 803-08, 1987.

<More advanced readings>

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

<Website Readings>

Students are required to follow news related to industrial organization.

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

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

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

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

Schedule:

<Week1>

Introduction to the course :

Grouping – leaders, and group names

About news items to be discussed in class

Assignments for class presentation

Outline of the presentation to be mailed before class

To hiroya@aol.com

Warming up Group discussion

<Weeks 2>

The basic of Industrial Organization

Group 1: Introduction pp1/14. (chapter1)

Group 2: The firms and its costs pp17/31 (chapter 2)
The Neoclassical Firm

Group 3: The profit- maximizing output level pp31/44.(chapter2)

<Weeks 3>

Competition and Monopoly

Group 4: The economics of perfect competition pp 51/61(chapter 3).

Group 5: The economics of monopoly,pp63/71(chapter 3)

Group 6: Present value and discounting/Antitrust policy towards monopolization (pp71/80)
(chapter 3)

Note:

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

< Weeks 4>

Market structure

Group 8: Concentration/ Relevant market/ Entry/Exit:pp88 /100 (chapter 4)

Group 9: Economies of scale / capital cost / product differentiation. pp 100/113 (chapter4)

Group 10: Mergers pp113/123 (chapter 4)

Group 11: Empirical evidence pp123/134 (chapter 4)

< Weeks 5>

Monopoly Practices

Group 12: Dominant firm price leadership; pp143/150 (chapter 5)

Group 13: Contestable markets : pp150/156

< Weeks 6>

Market Power and Performance: The empirical evidence

Group 14: Structure-Conduct-Performance: pp161/175(chapter 6)

Group 15: Measures of market structure, pp176/ 187(chapter 6)

Group 16: Prices and concentration/ New empirical
industrial organaization:pp187/200 (chapter 6)

<Weeks 7>

Game Theory: A framework for understanding oligopolistic behaviour

Group17: zero-sum /prisoner's dilemma:
pp207/214 (chapter 7)

Group18: games of mixed strategies: pp215/222(chapter 7)

Group19: Structure-Conduct-Performance:
pp161/175 (chapter 6)

<Weeks 8>

The development of oligopoly theory

Group20: Cournot model/ pp230/236(chapter 8)

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

<Weeks 9>

- Collusion: The great prisoner's dilemma
- Group20: Prisoner's dilemma revisited/pp266/274(chapter 9)
- Group21: Trigger price strategies: pp274/282(chapter 9)
- Group22: Efficient Collusion: pp282/289(chapter 9)
- Group 23: Antitrust policy toward collusion :pp289/299.

<Weeks 10>

- Cartels in action
- Group23: Effective collusion/pp303/311(chapter 10)
- Group24: Most favoured Customer Clause/low price guarantees: pp311/317
- Group 25: Trade and professional associations/ Excess capacity problems: pp317/329(chapter 10)

<Weeks 11>

- Oligopoly behaviour: Entry and pricing to deter entry
- Group26: Limit pricing: pp335/351(chapter 11)
- Group27: Predatory pricing: pp351/362 (chapter 11)

<Weeks 12> subject to changes

- Product differentiation and advertising
- Group28: Forms of product differentiation: pp416/428 (chapter 13)
- Group29: product differentiation with asymmetric information: pp428/434 (chapter 13)
- Group30: Social benefits and cost of advertising: pp435/450(chapter 13)
- Group31: Product differentiation advantages of first movers: pp451/463(chapter 13)

<Weeks 13> subject to changes

- Vertical Integration and Vertical Relationships
- Group32: Vertical relationship: pp563/574(chapter 16)
- Group33: Competitive effects: pp575/585(chapter 16)
- Group34: Public policy towards vertical restraints of trade and group Boycotts: pp585/596(chapter 16)

<Weeks 14> subject to changes

- Regulation and deregulation
- Group35: Traditional public utility regulation: pp606/619(chapter 17)
- Group36: Movement from regulation to deregulation: pp619/633(chapter 16)

<Weeks 15>

- Summing up
- Final exam/term paper

ECN322: ECONOMICS OF GLOBALIZATION (3 credit hours)

Instructor: Takahiro MIYAO, PhD

Email: miyao@aiu.ac.jp

Blog: <http://glob.blog.com>

Semester: Fall, 2009

Class hours: Thu 15:30-16:45; Fri 9:00-10:15

Office hours: By appointment

DESCRIPTION:

In this course, we study various on-going issues regarding the economic crisis in the global scale with focus on the Asia-Pacific region. Starting with the so-called “subprime loan problem” in the United States, the financial crisis has been spreading to every corner of the global economy, severely affecting advanced as well as developing countries. In this context, it is interesting to examine how such Asian economies as Japan, China and India are behaving and adjusting their economies, facing the global crisis. We also study the current roles of such international organizations as IMF and the World Bank, and investigate the future possibilities of such regional organizations as the Asian Monetary Fund and an Asian Economic Community to deal with future economic crises on the regional basis in the context of globalization trends.

OBJECTIVES:

The main objective of this course is to prepare students to discuss and study on-going issues in the global economy as objectively as possible. In particular, a correct understanding of the current financial crisis is indispensable to engage in intelligent, not emotional, communication and debate on various economic issues of today and in the future. In addition, students are to acquire up-to-date knowledge on key Asian economies in order to deepen their understanding the workings of the regional economy in the Asia-Pacific region in the context of globalization trends.

STUDY MATERIALS:

<Textbooks>

No particular textbooks will be used, as the issues to be dealt with in this course are on-going and currently developing.

<Blogs/websites>

The blog (<http://glob.blog.com/>) will be used regularly to post lecture notes, references, announcements, etc. for interactive purposes.

Regarding Asia in general and Japan in particular, frequent reference will be made to the following website:

<http://www.glocom.org/>

<Other>

Other helpful references are given below (See HELPFUL REFERENCES).

ASSESSMENT:

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

- (i) Term paper on the main subject matter to be submitted at the end of the course (50%),
- (ii) Brief proposal for the term paper to be submitted in the first few weeks (20%), (iii) Class participation (20%), and (iv) Homework and other assignments (10%).

ACADEMIC PREPARATION:

Before enrolling in this course, students should have successfully completed, at a minimum, speech communication and composition (I and II), or their equivalents, or obtain permission of the instructor. Students should be proficient in verbal and written communication in English.

POLICIES:

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

COURSE FORMAT AND ACTIVITIES:

This course consists of lectures and in-class (individual as well as group) discussions. Students must prepare each lecture by reading a set of materials (references) given in advance so that discussions can be effectively conducted with the instructor and also among students themselves. In addition, each student should submit a brief proposal for his/her term paper on the main subject matter to be submitted in the first few weeks, and a complete term paper, after consulting with the instructor, to be submitted at the end of the course. Some homework and other assignments may be given to help students understand various key aspects of the main issue throughout this course.

HELPFUL REFERENCES:

Global Issues: <http://www.globalissues.org/>

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

(Search for “Late 2000s recession”, “Subprime mortgage crisis”, “Subprime crisis impact timeline”, “Regulatory responses to the subprime crisis”, etc.)

IMF: <http://www.imf.org/>

World Bank: <http://web.worldbank.org/>

OECD: <http://www.oecd.org/>

Wikiinvest: <http://www.wikininvest.com/special/Concepts>

Asian Development Outlook: <http://www.adb.org/Documents/Books/ADO/>

ECN 323 Money, Banking, and International Finance
(FIN411 International Finance)
3 Credits*

Instructor: Tsung-ming YEH, PhD

Office: Bldg A, 4F

Email: yosomei@aiu.ac.jp

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

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

* This class meets 3 hours each week for 15 weeks. Japanese students who are following the 2004 curriculum have to do an additional one-credit project to earn 4 credits for this course.

DESCRIPTION:

In this course, we explore topics in the following three categories: (1) money and interest, (2) financial institution and industry, and (3) monetary policy and international finance.

In the first category, we introduce the concepts of money, and present models explaining the determinants of interest rates. In the second category, we examine the management of financial institutions and the structure of financial industry. Economic analytical tools will be applied to analyze the financial institutions and industry. In the third category, we turn to the macroeconomic dimension of financial system. We will examine the creation process of money supply in the economy; review the commonly used tools of monetary policy by central banks in the modern economy, and present models explaining the determination of foreign exchange rates.

COURSE OBJECTIVES:

Students will gain basic understanding of how financial institutions and markets work in the modern business world. Students are expected to develop the ability of applying the economic framework to interpret the real events in the modern business world.

ACADEMIC PREPARATION:

Students will be better prepared for this course if they have successfully taken “financial theories & applications”, “microeconomics” and “macroeconomics”, or their equivalents. Knowledge of accounting will also be beneficial in understanding the concepts such as money supply creation process and international balance of payment.

STUDY MATERIALS:

Textbook: *The Economics of Money, Banking, and Financial Markets*, F. S. Mishkin (Paperback).

Other References

- (1) For those students who read Japanese, the following book may be useful as a supplementary reading: 『金融読本』, 呉・中島・島村, 東洋経済新報社.
- (2) The following book is recommended for those who have an interest in the history and economic analysis of Japanese financial system: *Corporate Financing and Governance in Japan*, Hoshi, MIT Press.

COURSE FORMAT AND ACTIVITIES:

For each topic, the concepts and theories will be presented first, and then a set of selected cases associated with each topic will be assigned to students for discussion and presentation. These case studies help students develop the ability of applying the economic framework to interpret the real events in the modern business world.

ASSESSMENT:

First Mid-exam: 15%

Second Mid-exam: 15%

Final Exam (Comprehensive): 25%

Presentations/Participation: 45%

SCHEDULE:

Week 1	Introduction (Ch 1-Ch 2)
Week 2	Money (Ch 3)
Week 3	Interest Rate (Ch 4-5)
Week 4	Term Structure of Interest Rates (Ch 6)
<u>Exam 1</u>	
Week 6	An Economic Analysis of Financial Structure (Ch 8)
Week 7	Management of Financial Institutions (Ch 9)
Week 8	Banking Industry: Structure and Competition (Ch 10)
Week 9	Economic Analysis of Banking Regulation (Ch 11)
<u>Exam 2</u>	
Week 11	Money Creation and Supply (Ch 12-Ch 14)
Week 12	Tools of Monetary Policy (Ch 15)
Week 13	Foreign Exchange Market (Ch 17)
Week 14	International Financial System (Ch 18)
Week 15	Review
<u>Final Exam</u>	

ECN 324: History of Economic Thought
Fall 2009
TR 14:00-15:15
Room TBA

Dr. Etzrodt
Phone: 018-886-5804

Office: A3 - 3
Office hours: TBA

Course Description

This course explores the history of economic ideas. It is aimed at students who have completed introductory courses in business, macro and microeconomics, and corporate finance. It covers the main schools of economic thought: Mercantilist, Physiocratic, Classical, Marxian, Marginalist, Neoclassical, Keynesian, Chicago, Institutional, Welfare Economics, Game Theory, and the German Historical School as well as the historical context within which they came into being in order to understand why such thinking materialized.

Course Objectives

This course endeavors to equip students with the following capabilities:

1. The ability to detect the differences between the main schools of economic thought.
2. The ability to understand the historical debates between the advocates of different theories that created modern economic theory.
3. A critical attitude toward the hidden values behind the “scientific” theories.
4. The ability to interpret contemporary events in the world of business and economics from the perspective of the great economic thinkers who have preceded us.
5. The ability to speak intelligibly (in English) and write coherently (in English) about subjects 1-4.

Classroom Activities

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

Course Materials

Textbook

- Brue, Stanley and Randy Grant. 2007. *The Evolution of Economic Thought*. 7th ed. Thomson South-Western.

Reference books, sources of readings and other information

- Buchholz, Todd. 1999. *New Ideas from Dead Economists*. Plume Books.
- Heilbroner, Robert. 1999. *The Worldly Philosophers. The Lives, Times and Ideas of the Great Economic Thinkers*. 7th ed. Touchstone.
- Blaug, Mark. 1986. *Great Economists before Keynes*. Cambridge University Press.

- Blaug, Mark. 1987. *Economic History and the History of Economics*. New York University Press.
- Niehans, Jürg. 1990. *A History of Economic Thought*. Johns Hopkins.
- Hausman, Daniel. 1994. *The Philosophy of Economics*. Cambridge.
- Rostow, W. W. 1990. *Theorists of Economic Growth from David Hume to the Present*. Oxford.
- Spiegel, Henry. 1991. *The Growth of Economic Thought*. Duke.

Evaluation

Students have to make a short presentation of a chapter (5 minutes) and a “map” presentation of a particular theme (HET Maps, 10 minutes). Each presentation will be worth 20% of the overall course grade.

There will be one in-class mid-term exam. It will be worth 20% of the overall course grade.

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

HET Maps

Once during the semester each student will be required to chart a particular thread of the history of economic thought that interests each student most. For example, a student could decide to focus on the development of the concept ‘present value’ from William Petty to present day. The student will present their ‘map’ in a 10-minute presentation to the class.

Schedule

September 3: Introduction to the course.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 1.

September 8: The Mercantilist School

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 2.

September 10: The Physiocratic School

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 3.

September 15, 17: The Classical School—Adam Smith.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 5.

September 24, 29: The Classical School—David Ricardo.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 7.

October 1, 6: The Classical School—Malthus, Bentham, Say, Senior, and Mill.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 6, 8.

October 8, 15: Marxian Socialism.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 10.

In-class exam, October 20

October 22, 27: The German Historical School and The Institutionalist School.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 11, 19.

October 29, November 5: The Marginalist School.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 13, 14.

November 10, 12, 17: The Neoclassical School.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 15, 16, 17.

November 19: Game Theory.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 18: 354-359.

November 24, 26: Welfare Economics.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 20.

Presentations of HET maps, December 1

December 3, 4, 8: The Keynesian School.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 21, 22.

December 10, 15: The Chicago School.

Reading: Brue/Grant, *The Evolution of Economic Thought*, Chapter 24.

Final paper due December 17

ECN328: INTERMEDIATE MICROECONOMICS (3 credit hours)

Instructor: Takahiro MIYAO, PhD

Email: miyao@aiu.ac.jp

Blog: <http://microecon.blog.com>

Semesters: Fall, 2009

Class hours: Thu 17:00-18:15; Fri 10:30-11:45

Office hours: By appointment

DESCRIPTION: In this course, we study microeconomic theory at the intermediate level, based on introductory microeconomics. We will discuss how consumers and firms make their choices in an optimal fashion, leading to demand and supply in the market, where the efficient allocation of resources can be achieved under certain conditions.

Starting with a brief review on introductory microeconomics, we will rigorously analyze the behavior of the consumer and the firm, market demand and supply, market efficiency and optimality, and externalities and public goods by using graphical as well as mathematical approaches.

OBJECTIVES:

There are two main objectives to be achieved in this course. First, the economic way of thinking, especially in terms of competition and optimality, is to be nurtured in order to understand and discuss various economic problems and policy issues in the real world as logically and intelligently as possible. Second, preparation will be made for those students who wish to study further advanced economic theory at the graduate level.

STUDY MATERIALS:

<Textbook>

1) Varian, Hal R., *Intermediate Microeconomics: A Modern Approach*, 7th Edition (International Student Edition), W.W. Norton & Co., 2006, ISBN: 0-393-92702-4

-- This book is used as the main textbook, after reviewing basic concepts in the first part (Basics) of the course.

<Other references>

2) Krugman, Paul and Robin Wells, *Microeconomics (Paperback Edition)*, Worth Publishers, 2005, ISBN: 0-7167-5229-8 (EAN: 9780716752295)

-- This introductory book is not mandatory, but will be useful in understanding the first part (Basics) of the course.

3) Varian, Hal R. and Theodore C. Bergstrom. *Workouts in Intermediate Microeconomics*, 7th Edition. W.W. Norton & Co., 2006. (ISBN 0-393-92881-0)

-- This study guide is not mandatory, but will be helpful in understanding difficult concepts and in preparing for homework assignments and exams.

<Other materials>

4) Handouts: Various handout materials will be given in the first part (Basics) of this course.

5) The blog (<http://microecon.blog.com/>) will be used regularly to post various materials, references, announcements, etc. for interactive purposes.

6) Websites: <http://economics.about.com/od/economicsglossary/> for the Glossary of Economics Terms

Other useful websites are listed in the textbooks listed above.

ACADEMIC PREPARATION:

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

ASSESSMENT:

Student achievement of the stated course objectives will be measured in terms of student performance in the following three areas: (i) Midterm Examination (30%), (ii) Final Examination (40%), (iii) Class participation (20%) and (iv) Homework and other assignments (10%). There may be some opportunities to improve your evaluation by completing extra assignments.

POLICIES:

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

SCHEDULE:

<Week 1>

Theme: What Is Economics?

Basics: Introduction

Basics: First Principles

<Week 2>

Theme: Trade and Supply-Demand Model

Basics: Trade Offs and Trade

Basics: Supply and Demand

<Week 3>

Theme: Application of Supply-Demand Analysis

Basics: The Market Strikes Back

Basics: Consumer and Producer Surplus

<Week 4>

Theme: Market Structure and Resource Allocation

Basics: Efficiency and Equity

Varian: Chapter 1 – The Market

<Week 5>

Theme: Consumer Behavior

Varian: Chapter 2 – Budget Constraint

Varian: Chapter 3 – Preferences

Varian: Chapter 4 – Utility

<Week 6>

Theme: Utility Maximization

Varian: Chapter 5 – Choice

Varian: Chapter 6 – Demand

<Week 7>

Theme: Application of Consumer's Choice Model

Varian: Chapter 8 – Slutsky Equation

Varian: Chapter 10 – Intertemporal Choice

<Week 8>

Theme: Consumer's Surplus and Market Demand

Varian: Chapter 14 – Consumer's Surplus

Varian: Chapter 15 – Market Demand

<Week 9>

Review and Midterm Examination

<Week 10>

Theme: Firm Behavior

Varian: Chapter 19 – Profit Maximization

Varian: Chapter 21 – Cost Curves

<Week 11>

Theme: Firm Supply and Market Supply

Varian: Chapter 22 – Firm Supply

Varian: Chapter 23 – Industry Supply

<Week 12>

Theme: Market Equilibrium and Monopoly

Varian: Chapter 16 – Equilibrium

Varian: Chapter 24 – Monopoly

<Week 13>

Theme: Oligopoly and Game Theory

Varian: Chapter 27 – Oligopoly

Varian: Chapter 28 – Game Theory

<Week 14>

Theme: Exchange and Welfare

Varian: Chapter 31 – Exchange

Varian: Chapter 33 – Welfare

<Week 15>

Theme: Market Failures

Varian: Chapter 34 – Externalities

Varian: Chapter 36 – Public Goods

<Week 16>

Review and Final Examination

ECN329: Marketing (3 credit hours)*

MKT310: Marketing Principles

Instructor: Hiromi MAENAKA, PhD

Fall semester 2009

Meeting times: M/W 9:00~10:15

Office: A4-6

Phone: 886-5943

email: maenakah@aiu.ac.jp

Office hours: Mondays and Wednesdays, 16:00-17:30 or by appointment.

*Japanese students who matriculated prior to April 2008 will do an additional one-credit project to earn 4 credits for this course.

Course Description:

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

Course Objectives:

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

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

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

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

Class Materials

Textbook

P. Kotler & G. Armstrong, *Principles of Marketing*, 13th Edition , Global Edition , Pearson Education, 2010.

Additional readings will be assigned.

Grading Methods

Exam 1: 15%

Exam 2: 15%

Exam 3: 15%

Group Project: 30%

Participation: 25%

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

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

General guidelines for writing a report:

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

- Be clear about what you think and present.

Grading criteria:

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

Participation:

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

Class Schedule:

<u>Week</u>	<u>Topic</u>	<u>Assigned Reading</u>
1	Orientation/Introduction to the Course	
2	Defining Marketing and the Marketing Process Company and Marketing Strategy	Ch. 1 Ch. 2
3	Analyzing the Marketing Environment Managing Marketing Information	Ch. 3 Ch. 4
4	Consumer Markets and Consumer Buyer Behavior Business Markets and Business Buyer Behavior	Ch. 5 Ch. 6
5	Exam 1 Customer-Driven Marketing Strategy Segmentation, Targeting, and Positioning	 Ch. 7
6	Product, Service, and Branding Strategy	Ch. 8
7	New-Product Development and PLC Strategy	Ch. 9
8	Pricing Pricing strategy	Ch. 10 Ch. 11

9	Marketing Channels	Ch. 12
	Retailing and Wholesaling	Ch. 13
10	Exam 2	
	Communicating Customer Value: IMC Strategy	Ch. 14
11	Advertising and Public Relations	Ch. 15
	Personal Selling and Sales Promotion	Ch. 16
12	Direct and Online Marketing	Ch. 17
	Creating Competitive Advantage	Ch. 18
13	Group presentation	
14	Group presentation	
	The Global Marketplace	Ch. 19
15	Sustainable Marketing	Ch. 20
	Exam 3	

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

ECN 330 Corporate Finance

Instructor: Tsung-ming YEH, PhD

Email: yosomei@aiu.ac.jp

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

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

DESCRIPTION:

In the beginning of this course, we briefly review the background knowledge of corporation, financial statements, and weighted capital of cost (WACC), which serve as the foundation of the subsequent topics.

In the second part, we review the financial instruments through which corporations raise capital. In the case of equity financing, the major methods include venture capital, IPO, and seasoned offerings. In the case of debt financing, firms can borrow from banks or issue corporate bonds. We examine these methods' mechanisms and their impact on the firm value.

In the final part, we discuss the major investment criteria employed by firms. A good criterion ensures that projects meeting the criterion enhance the firm value. As an application, we examine mergers & acquisitions (M&A) in terms of the underlying motives, the methods, and the impact on the firm value.

OBJECTIVES:

The objective of the course is for you to learn the financial tools needed to make good business decisions. At the end of the course, the successful student will be able to explain how these concepts and theories apply, or do not apply or may apply uniquely, to the real world.

ACADEMIC PREPARATION:

This course is a sequel to *Financial Theories and Applications (ECN 301)*, therefore students should have successfully completed *ECN 301* or an equivalent.

STUDY MATERIALS:

- Textbook: *Fundamentals of Corporate Finance*, Brealey/Myers/Marcus, McGraw Hill 5-th. Ed.
- Students are also encouraged to use the stock price database (Toyo Keizai), and the accounting information database (Nikkei), available in the library. These databases are useful for your research projects.

COURSE FORMAT AND ACTIVITIES:

We will present the insights of corporate finance theory, but emphasize the application of theory to real business decisions. In these sense, case study plays an important role in understanding the essence of corporate finance. To be able to fully participate in class discussion, students are recommended to read the assigned materials in advance.

ASSESSMENT:

- ◆ First Mid-exam: 15%
- ◆ Second Mid-exam: 15%

- ◆ Final Exam (Comprehensive): 30%
- ◆ Participation/Presentation 40%

SCHEDULE:

- ◆ BUSINESS ORGANIZATION
 - LEGAL STATUS & REQUIREMENTS OF CORPORATIONS
 - SHAREHOLDER VALUE MAXIMIZATION
 - SEPARATION THEOREM FOR PRODUCTION AND FINANCING
- ◆ FINANCIAL STATEMENTS
 - INCOME STATEMENT
 - BALANCE SHEET
 - CASH FLOW STATEMENT
 - FINANCIAL RATIOS
- ◆ FINANCING INSTRUMENTS
 - EQUITY FINANCING INSTRUMENTS
 - DEBT FINANCING INSTRUMENTS
 - SHAREHOLDING PATTERNS
- ◆ STOCK FINANCING
 - VENTURE CAPITAL
 - IPO & SEASONED OFFERINGS
 - NON-VOTING STOCKS

MID-TERM EXAM 1

- ◆ WACC
 - COST OF EQUITY
 - COST OF BORROWING
 - WACC
- ◆ DEBT FINANCING
 - DEBT IRRELEVANCE
 - THE FACTOR OF TAX SAVING
 - THE FACTOR OF DEFAULT RISK
 - CHOICES OF FINANCING
- ◆ DIVIDEND & SHARE REPURCHASE
 - DIVIDEND PAYOUT
 - SHARE REPURCHASE
 - DIVIDEND IRRELEVANT OR RELEVANT
- ◆ INVESTMENT CRITERIA
 - NPV CRITERIA
 - IRR RULE
 - OTHER ISSUES

MID-TERM EXAM 2

- ◆ M&A
 - MOTIVES
 - METHODS
 - CONSEQUENCES
- ◆ TAKEOVER DEFENSES
 - MOTIVES
 - METHODS
 - CONSEQUENCES

FINAL EXAM