

**BUS410/ ECN331 Entrepreneurship (3 credit hours)\***

Instructor: Hitoshi SUGA, MBA/ Yumi INADA, J.D.(for week-2 Class)

Fall Semester

Meeting times: Fridays 15:00-18:30

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

**DESCRIPTION:** Venture business and entrepreneurship constitute the very foundation of modern economies. Toyota, Sony, Honda, Panasonic, Kyocera, Mitsui, and Mitsubishi all started out as tiny ventures. However, present-day Japan seems to be losing entrepreneurial spirit and lags far behind other OECD nations in terms individual aspirations and track record of starting and cultivating new companies. This is in stark contrast to the eco-system of Silicon Valley, where successful ventures and industrial frontiers are constantly emerging. It is time for Japan to re-engineer its venture eco-system so exciting new companies can once again emerge and grow, and lead away from the 1990's money and greed-driven "Bit-Valley" ventures of Shibuya, Tokyo and the "IT-bubble" ventures of the early 2000's. Most of these undesirable Japanese startups have already disappeared or are destined to disappear soon due to their unprofessional, uneducated, and unethical ways. The entrepreneurship world is hyper-dynamic. Business models that succeeded just a couple of years ago are already obsolete. This course teaches essential elements for successful entrepreneurship, which can be regarded as almost universal, inductively-extracted key factors for success. During the semester, students will experience the 'real world' of entrepreneurship through eyes and true stories of successful venture capitalists and CEOs of fast-growing venture businesses who will visit our class from Tokyo. Their sensational stories about the process of entrepreneurship – from start-up to going public – are stories that few Japanese ever experience. Students will also be exposed to a wide range of theories and conceptual frameworks and will learn practical skills through the analysis of case studies. Groups of four to six students will be formed and will participate in a business plan competition to be waged toward the end of the semester. The presentation will be judged by 'real world' entrepreneurs/venture capitalists and the instructor. In the event that there emerges an exceptionally attractive plan, students may have an opportunity to bring your dream to the real world through the instructor's venture capital network.

**OBJECTIVES:** The objective of the course is to nurture future entrepreneurs. We have four goals: first, to understand each dynamic step in the 'process' of entrepreneurship, and acquire relevant knowledge in the areas of government regulation, tax, accounting, equity finance, legal environment, and business practices unique to Japan; second, to understand

how the processes, theories, concepts of entrepreneurship in other countries (especially America) are being applied, or why they are not being applied, in Japan; third, to learn how to make business dreams a reality, and maximize the chances of success; and fourth, to give each student an opportunity to explore the possibility of becoming an entrepreneur as his/her potential future career.

**STUDY MATERIALS:**

**<Textbook>**

W D Bygrave and Zacharakis, A, ed. The Portable MBA in Entrepreneurship, 3e. New Jersey: Wiley.

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

Tim Clark and Kay, Carl. Saying yes to Japan. New York: Vertical. (Japanese translation “Moukaru Kuni Nippon” by Nihon Keizai shinbunsha also available).

Selected Harvard Business School case studies and notes on entrepreneurship and venture business (cases from and other universities may also be used).

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

Matsuda, Kouta. Subete wa ippai no coffee kara, (“Everything has started with a cup of coffee”). Tokyo: Shicho-Bunko.

Matsuda, Kouta. Shigoto wa 5-nen de Yamenasai, (“Terminate and step-up your job in 5 years”). Tokyo: Sun-Mark Shuppan.

Hori, Yoshito. Gojin no Ninmu, (“Our Responsibilities”). Tokyo: Toyo Keizai Shinpousha. Souzo to Henkaku no Shishi Tachi E (Dear vVisionary Leaders who Create and Innovate the Society) PHP

**BACKGROUND OF INSTRUCTOR:** The instructor is a successful entrepreneur, and founder and former CEO of a major venture capital firm, and presently is chairman of investment committee of an emerging venture capital firm based in Silicon Valley and managing director of a start-up food/beverage franchising venture based in Singapore. He is a graduate of Waseda University and MBA from Harvard Business School.

**ASSESSMENT:** Student performance will be measured in consideration of his or her achievement of the course Objectives listed above, in the following three areas: 20%: Midterm Examination; 60%: Team presentation (business plans to be prepared by groups throughout the semester and to be presented and judged/graded in the final two sessions); and 20%: Class participation (intelligent contributions during class).

**PREPARATION:** Students are expected to have completed all reading assignments – the case, notes, and textbook reading – BEFORE coming to the class and have already familiarized themselves with the concepts written there. We will rely heavily on case method teaching and learning techniques developed at Harvard Business School. Generally, readings from the textbook and notes ARE NOT taught in class. In order to maximize the learning effect of the case study experience, students are expected to spend AT LEAST TWO HOURS for each case preparation. Class activities focus on case action plans and decision-making processes, based on knowledge acquired from assigned readings and each student's own personal judgments already acquired from past academic and real-life activities, supplemented by questions, answers, and comments by the instructor. A substantial part of the course will be presentations by guest speakers to expose the students to real-world experience. 60% of the grade will be based on the achievement and performance of the group business plan presentation (using Powerpoint and Excel) at the final class. All the students in this course will be required to rigorously prepare business plans. This is accomplished in groups of 4-to-6 students each throughout the course. These group work sessions take place MOSTLY OUTSIDE REGULAR CLASS HOURS. Each student is expected to actively participate at the presentation contest. Students will be shown business plan examples and early in the semester students will learn how to write a good business plan.

**OTHER MATTERS:**

**Heavy Usage of Emails and PC Environment:** Most of the communications between the students and instructor will take place through email and most class assignment, including the preparation of presentation materials will be must be computer-generated. Students are expected to have highly developed computer skills, especially in use of Powerpoint and Excel software. Teamwork will probably require frequent electronic exchange among students.

**Optional Assignment:** By Week 4 or before, you may prepare and submit your own "business idea" on a ½-page sheet for use in the business plan contest as one of the participating themes. Successful submissions will be used as one of the themes for the final project. Students who submitted such themes will probably be asked to be the imaginary president and CEO of each "company," and will later recruit other officers and employees from the class by advertising each company's outline, mission statement, goals, etc. to the rest of the class. The process of advertising and recruiting the officers/employees will be informed later.

## **SCHEDULE:**

### **<Week 1> September 4 – Professor Suga**

*Introduction:* Entrepreneurship and Venture Business: Part One

*Lecture:* Introduction by instructor

*Discuss readings from textbook and notes:*

- *Textbook:* “The Entrepreneurial Process” (pp.1-27)

### **<Week 2 > September 11 – Y Inada, J.D**

*Theme:* Preparing a Business Plan

*Lecture:* Strategy Formulation, Organization, Human Resource Management, Marketing and Sales

Pro-forma financial statements; Japanese business culture toward start-ups; “musts” and “must-nots” for start-up entrepreneurs; Japanese corporate and tax laws; role of the board of directors and statutory auditors: and required financial statements.

*Discuss readings from textbook and notes*

- *Textbook:* “Writing a Business Plan” (pp. 107-139)
- *Notes:* “The Start-up Process.” HBS 9-384-179.
- *Textbook:* “Building Your Pro Forma Financial Statements” (pp.141-165)

### **<Week 3> September 18 – Professor Suga**

*Introduction:* Entrepreneurship and Venture Business: Part Two

*Discuss readings from textbook, notes, and case*

- *Note:* “A Perspective on Entrepreneurship.” HBS 9-384-131.
- *Case:* “Takahiko Naraki, The Three Million Yen Entrepreneur.” IVEY 904M54.
- *Case questions:*
  - 1) Why is Takahiko Naraki struggling to realize his dream?
  - 2) If you were he, would you have done the same thing or differently? How?
  - 3) Does his business make sense? Why?
  - 4) What should Takahiko Naraki do?

*Guest Speaker (1):* Mr. Daisuke Sugiyama, President & CEO, Interliteracy Inc.

<http://www.interliteracy.com/company/sugiyama.html>

**<Week 4> September 25 – Professor Suga.**

*Theme:* Franchising

*Discuss readings from textbook and case:*

- *Textbook:* “Franchising” (pp.351-376)
- *Case:* Koots Green Tea, “Entrepreneurship at the Edge: Can Koots Green Tea Succeed in the US?”
- *Case questions:*
  - 1) Evaluate and analyze the birth and growth of Tully’s Coffee Japan (TCJ), including a competitive analysis, and identification and discussion of the factors that have led to Tully’s current success.
  - 2) Do you think diversification of TCJ business into new Koots Green Tea business was good strategy? Why or why not?
  - 3) Can Koots Green Tea operation succeed in Japan and eventually in the US? Give your recommendations how the Koots business will succeed.
- *Notes:* Bhide, Amar. “How Entrepreneurs Craft Strategies that Work.” Harvard Business Review, March/April 1994 #94202, Reprint.

*Please note:* This day is the deadline for the submission of business plan ideas.

Nomination of the ‘presidents/CEO’s’ and the incorporation process of each ‘company’ will be announced by email. After this class, each student will be required to join in one of the ‘companies’ to be formed within the class under the leadership of the each company ‘president.’ Students will be designated and will assume his/her role as either one of the ‘officers’ or ‘employees’ responsible for each business function such as EVP, CFO, Chief Marketing Officer, or just an employee to do various support work. Each company must have one president and at least one EVP. Each student will be accountable for completing his/her part of Powerpoint presentation of each “company” at the end of the course. Members of each “company” from here on must meet regularly outside the class hours to complete the business plan to be presented at the business plan contest in the final class. In the event that a particular ‘president’ is not performing his or her duties well, or is deemed to be unqualified for the job, a majority vote may remove such a president and a replacement made from among ‘company’ members more qualified to assume the post. Upon the presentation at the end of the course, each member **MUST** make presentations concerning their respective responsible portion of the business plan, while “president” is only allowed to make the executive summary or conclusion part of the presentation.

**<Week 5> October 2 – Professor Suga**

*Midterm Exam:* 15:00-18:45

*Comments about the exam:* Students will be provided a business case and will be asked to analyze and answer the questions about it. Students may bring into the exam room any type of reference material, dictionary, including the text book. However, there will probably be little or no time to consult them. The exam room will be equipped with PC's. Students will use Microsoft Word software to answer and print the exam, which will then be submitted to the instructor upon completion. No handwritten papers will be accepted. Students should keep one copy of the case and their answers, to be used in the next class.

**<Week6> October 23 – Professor Suga**

*Theme:* Review and class discussion of midterm exam. 15:00-16:40

*b)(for 4 credits students only) : Assignment for Independent Research. (The themes of the research paper will be given in class and will be due on November 27 to be submitted during the class on that day.)*

*Guest Speaker (2):* 16:50-18:30

Ms. Mikiko Miyaji, Novartis pharma K.K

**<Week7 > October 30 – Professor Suga**

*Theme:* E-Commerce

*Discuss readings from textbook and note:*

- *Textbook:* “Entrepreneurs and the Internet” (pp.377-404)

*Cases:* “Rakuten” HBS 9-305-050

“Mixi” HBS 9-709-413

- *Case questions:*

- 1) Evaluate the spectacular growth and success story of Rakuten and discuss/analyze the factors which has led the company to such a success
- 2) Conduct the competitive analysis for Rakuten and determine what makes the company to achieve such a dynamic growth and transformation from a small start-up venture to a huge conglomerate as it is today in only more than a decade.
- 3) Evaluate the success story of Mixi and discuss/analyze the factors which led the company to the present level
- 4) Do you think Mixi will grow like Rakuten in the future? Why?  
What will it take to be a big enterprise vs. the success story of Rakuten?

**<Week 8 > November 6 – Independent Group Works**

3:00PM through 6:20PM of this day will have to be spent by students independently in Groups for independent group works for preparing the Business Plan Contest on Nov.27. Students may conduct the designated group works either at the designated classroom, which will be made available during the period, or any other suitable venue students choose within the AIU campus.

**<Week 9> November 13– Professor Suga 15:00-16:40**

*Discuss readings from textbook, case, and notes:*

- *Textbook:* “Opportunity Recognition ” (pp.29-70)
- *Case:* “Lotus Development Corporation.” HBS Case 9-285-094.
- *Case questions and instructions:*
  - 1) Analyze Lotus’s business opportunity vs. its corporate resources and discuss why this company is so exciting to Sevin-Rosen Partners in 1982. Evaluate the size of the opportunity.
  - 2) Carefully discuss Mitch Kapor’s personal profile. Compare it with Japanese entrepreneurs such as Takahiko Naraki from Week-2 class. Observe fundamental differences between the US and Japan in terms of what it takes to build a truly successful venture that “can change the world.”
  - 3) How much do you think the Lotus is worth in 1982 and how much money should Kapor accept as the first time equity investment from a venture capital?

**<Week 9 ..Extra class for 4 credit students but open to other interested students>**

**November 13– Professor Suga**

16:50-18:30

*Theme: Venture Capital and Exiting Your Business*

*Discuss readings from textbook and note:*

- *Textbook:* “Harvesting Your Venture: A Time for Capturing Value” (pp.427-453)
- *Note:* “How Venture Capitalists Evaluate Potential Venture Opportunities.” HBS 0-805-019
- *Case:* “JAFCO America Ventures, Inc.” HBS 9-899-099
- *Case questions:*
  - 1) Suppose you have personal funds to invest in Venture Capital Funds. Do you want to put your money in JAFCO America Fund, or in some other prestigious U.S. venture capital? Why?
  - 2) Outline the activities of venture capital firms. How do they get access to good Investment deals? Why?

- 3) Do you think the professionals at JAFCO America have been compensated adequately or not? Why?
- 4) Do you want to become a venture capitalist yourself someday? Why? What will it take to be a good venture capitalist?

**<Week 10 > November 20 – Professor Suga**

*Rehearsals of the presentations:* 15:00-16:40

Rehearsals will be held in class in the presence of the instructor. Certain comments/suggestions will be given for finalization of each business plan to be presented in on November 27.

(1:00PM through 240PM or equivalent amount of time in the evening of this day will have to be spent by students independently in groups for independent group works for preparing the Business Plan Contest on Nov.27.)

*Guest Speaker (3):* 1650-18:30

Mr. Masashi Mizunaga, President & CEO (Representative Director) , Star Mica Co., Ltd.

[http://www.starmica.co.jp/company\\_english.php](http://www.starmica.co.jp/company_english.php)

<http://www.starmica.co.jp/directors.php>

**<Week 11 > November 27 – Professor Suga**

*Business Plan Contest:* 15:00-18:45

*Contest details:* 20-minute, 20-page Powerpoint presentations by “companies,” followed by 10-minute Q&A from panel of judges. Each presentation will be evaluated by 5-point scale. In the unlikely event that any of the “companies” fails to achieve an average score of 2.0 out of a possible 5.0 from the judges, such company may be considered “unsatisfactory” and ALL ‘company’ members may receive a failure grade for this course. Judges consist of the instructor, another faculty member from CELS, and one guest judge.

*Notes:* (1) The pace and timing of study themes are subject to change. (2) All required readings, lectures, cases, and guest speaker presentations will be in English. However, non-Japanese-speaking students with Japanese language skills will find they have an advantage when it comes to accessing data, articles, websites, and other optional study materials, much of which is not available in English, yet extremely important once you actually start a business in Japan.



**ECN 332: Business Law** (3 credit hours);

**BUS 430: Legal Environment of International Business** (4 credit hours)

**BUS 431: Legal Environment of International Business** (3 credit hours)

Instructor: Geoff Woodward, J.D.

Office hours/location: By appointment, A2-9

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

Meeting Times: TBA

Semester: FALL Term 2009

### **Course Description**

Business Law is an undergraduate course for business students, not law students. The course is an overview of legal doctrines that are found in most business contexts such as: contracts, sales & leases, secured transactions, business organizations in general, agency, property, business torts, government regulation, and ethics. The legal principles covered in this course are derived from American law, i.e., constitutional law, case-law, statutes, and regulations. There will be some comparison between American law and Japanese law. However, international legal issues will primarily be addressed within an American legal framework. Students will be expected to make every effort to comprehend and ultimately apply the relevant rule of law to actual case problems.

### **Course Objectives**

Business law is an inherent part of all business transactions, and an understanding of such is essential for anyone entering the business world today. Course objectives are:

- A fundamental understanding of relevant legal issues encountered in a business context.
- A fundamental understanding of relevant legal rules and practices applicable in a business context.
- The ability to analyze a US appellate court opinion, in order to identify the issue, the rule, the courts application of the rule to the facts of a case, and the court's decision..
- The ability to identify legal issues and apply the correct law to various factual situations in a business context.
- A fundamental understanding of the differences between US law and Japanese law concerning basic business transactions.
- A greater understanding of and appreciation for the role ethics plays in business law.

**Required Textbook**

Ashcroft, Janet E. *Law for Business*. Thompson, 2005.

**Reference material and other readings in addition to the textbook.**

The course instructor will supplement readings in the textbook with additional US court opinions and written commentary concerning Japanese business law. Also, students may use the course textbook companion website for further review of chapters covered (<http://websites.swlearning.com>).

**Grading**

Quizzes-20 points

Case Analysis-20 points

Mid-Term Exam-20 points

Final Exam (cumulative)-30 points

Participation-10 points

**A:** 90-100 points

**B:** 80-89 points

**C:** 70-79 points

**D:** 60-69 points

**F:** 59 points and below

Quizzes- There will be weekly quizzes given on the assigned readings, both from the textbook and any additional readings assigned. During Winter Term there will be a total of (5) quizzes given.

Case Analysis- Students will be required to analyze one US Appellate Court opinion concerning an area of the law covered in class. Students will be evaluated based on the IRAC method of legal analysis.

Exams- There will be a mid-term exam and a cumulative final exam. Material relevant to both exams will include anything discussed in class, all reading material covered in the textbook, and any additional readings assigned.

Participation- Students will be expected to come to every class prepared, having read all assigned material, ready and willing to contribute to in class discussions.

Note: BUS 430 students will also be required to present their written case analysis to the class.

<b>Week 1</b>	<b>US Legal System</b> <b>Contracts</b> Chapters 1, 5, 6
<b>Week 2</b>	Chapters 7, 8, 9
<b>Week 3</b>	Chapters 10, 11, 12
<b>Week 4</b>	<b>Sales</b> supplementary material (mid-term exam)
<b>Week 5</b>	supplementary material
<b>Week 6</b>	<b>Business Organizations</b> Chapters 31, 32, 33
<b>Week 7</b>	Chapters 34, 35, 36
<b>Finals Week</b>	<b>Final Exam</b>

There will be additional readings assigned by way of US Appellate Court opinions, Japanese law articles, and if time permits actual provisions from the Uniform Commercial Code (UCC).

*The course instructor reserves the right to amend this schedule concerning time allotment and specific reading materials assigned.*

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

Instructor: Mike LACKTORIN, MBA (Finance), PhD (Economics)

Office hours: By appointment (send email) Office: A4-13

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

Meeting times: TBA

Semesters: Spring and Fall semesters

\*AIU degree-seeking students following the 2004 curriculum will take this course equires successful completion of special project for 1-credit

**DESCRIPTION:** This is an advanced ‘capstone’ course for business majors. It is assumed that students have already completed nearly all requirements for the business major. Ideally, this would be one of the undergraduate student’s last courses in business and economics studies. Over the semester, students will become familiar with more than 300 concepts and theories related to corporate strategy, and an attempt will be made to integrate what students have learned and are learning in other university courses, particularly in the area of business and economics. Frequently, after students have been introduced to a concept or theory, they will be required to demonstrate how it applies, or in some cases explain why it does not apply, in the context of Japanese firms. The structural framework of our study will be the Strategic Planning Process (SPP), a widely taught and practiced model for the formulation and implementation of strategy. The major elements are: (1) mission and goals, (2) SWOT analysis, (3) the three levels of strategy: corporate, business, and functional, (4) organizational structure, (5) control systems, (6) matching of strategy to structure and controls, and (7) management of strategic change. We will study each of these elements in turn. Students are expected to keep abreast of major economic and business developments through regular reading of newspapers, magazines, and internet websites.

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

**STUDY MATERIALS:**

**<Textbook>**

Hill, Charles W. L., and Gareth Jones. *Strategic Management: An integrated approach*, 8<sup>th</sup> edition. Boston: Houghton Mifflin, 2008.

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

- (1) McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought*, Vol. I and II. Aldershot: Dartmouth Publishing, 1996.
- (2) Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991.
- (3) Porter, Michael, Hirotaka Takeuchi, and Mariko Sakakibara. *Can Japan Compete?* Cambridge: Perseus, 2000.
- (4) Mintzberg, Henry. *Mintzberg on Management: Inside our strange world of*

organizations. New York: Free Press, 1989.

(5) Abegglen, James C. *21st Century Japanese Management: New systems, lasting values*. New York: Palgrave Macmillan, 2006.

(6) Harvard Business Review. *Harvard Business Review on Advances in Strategy*. Boston: Harvard Business School, 2002.

(7) Burgelman, Robert A., Modesto Maidique, and Steven C Wheelwright. *Strategy Management of Technology and Innovation*. New York: McGraw-Hill Irwin, 1996.

(8) *Harvard Business Review* and various other journals.

#### <Website General Reading>

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

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

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

#### <Website help for Comprehensive Cases>

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

**ASSESSMENT:** Student achievement of the stated course Objectives will be measured in the following five areas: (1) Class participation (15%), (2) News Brief Analyses, and possibly one comprehensive case study (20%), (3) Surprise quizzes (3 x 5%), (4) Midterm exam (15%), and (5) Final exam (35%).

**ACADEMIC PREPARATION:** Before enrolling in this course, students should have successfully completed, at a minimum, a few college courses in macroeconomics, microeconomics, and finance.

#### CONNECTIVITY IN A “KNOWLEDGE FOREST”

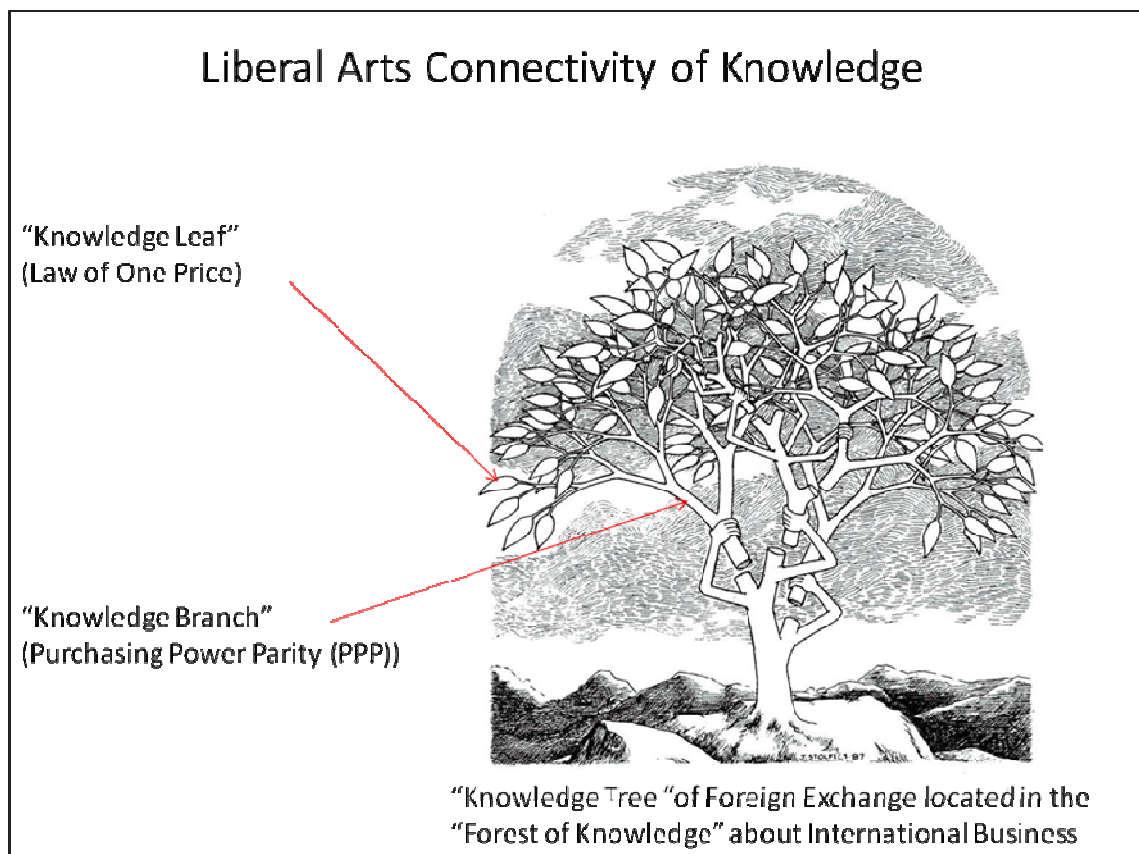
When you are learning a subject, my advice is to approach it as a “forest of knowledge.” Inside the forest are many trees, branches, and leaves. Always look for and try to understand the connectivity of your subject matter – the connections between the forest, trees, branches, and leaves.

For example, one of the courses I teach is ECN304 International Business. That 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 (国際貿易理論), theories of foreign direct investment (海外直接投資理論), and theories of international strategy (企業国際戦略理論). 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.



**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. For more information, visit website: <http://en.wikipedia.org/wiki/Plagiarism>.

**COURSE FORMAT AND ACTIVITIES:** Generally, class sessions will alternate between lecture days and student presentation days. On lecture days we will review theories and key concepts related to our present theme. Before the lecture students will have reviewed the assigned key concepts and theories on their own. On student presentation days student teams will demonstrate the application of theories and key concepts in their analyses of current business and economic events involving Japanese companies. There may be one or two field trips, most likely with students from other courses, to provide students opportunities to experience Japanese business first-hand.

#### **SCHEDULE:**

<Week 1>

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

Reading from textbook: Chapter 1

<Week 2>

Theme/Theories/Key concepts: *External Analysis*

Reading from textbook: Chapter 2

<Week 3>

Theme/Theories/Key concepts: *Internal Analysis*

Reading from textbook: Chapter 3

<Weeks 4>

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

Reading from textbook: Chapter 4

<Week 5>

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

Reading from textbook: Chapters 5, 6

<Week 6>

Theme/Theories/Key concepts: *Strategy and Technology*

Reading from textbook: Chapters 7

<Week 7>

Theme/Theories/Key concepts: *Strategy and the Global Environment*

Reading from textbook: Chapters 8

<Week 8>

Theme/Theories/Key concepts: *Corporate Strategies*

Reading from textbook: Chapters 9, 10

<Week 9>

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

Reading from textbook: Chapters 11

<Week 10>

Theme/Theories/Key concepts: *Implementing Strategy*

Reading from textbook: Chapter 12-13

<Week 11>

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

<Week 12>

Theme/Theories/Key concepts: We will discuss one or more of these 5 *Influential papers in the area of Corporate Strategy*: (1) Porter, Michael. "Strategy and the Internet" in *Harvard Business Review on Advances in Strategy*. Boston: Harvard Business School, 2002; (2) Caves, R. E., and Michael Porter. "From Entry Barriers to Mobility Barriers: Conjecture Decisions and Contrived Deterrence to New Competition" in McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought*, Vol. I and II. Aldershot: Dartmouth Publishing, 1996. (3) Ohmae, Kenichi. "Getting Back to Strategy" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (4) Chamberlin, Edward Hastings. "The Differentiation of the Product" in McKiernan, Peter, ed. *Historical Evolution of Strategic Management: History of Management Thought*, Vol. I and II. Aldershot: Dartmouth Publishing, 1996; (5) Ghemawatt, Pankaj. "Sustainable Advantage" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991.



<Week 13>

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

<Week 14>

Theme/Theories/Key concepts: *Corporate Performance, Governance, and Ethics*  
Reading from textbook: Chapter 11 Outside reading assignments: (1) Strategic Management: An integrated approach, (2) Jensen, Michael. "Eclipse of the Public Corporation" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (3) Andrews, Kenneth R. "Directors' Responsibility for Corporate Strategy" in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage*. Boston: Harvard University School, 1991; (4) Mintzberg, Henry. "Who Should Control the Corporation?" in Mintzberg, Henry. *Mintzberg on Management: Inside our strange world of organizations*. New York: Free Press, 1989.

<Week 15>

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

<Outside Readings>

Theme/Theories/Key concepts: We will discuss one or more of these 5 *Influential papers in the area of Corporate Strategy* Porter, Michael, Hirotaka Takeuchi, and Mariko Sakakibara. (1) “Rethinking Japanese Management,” and (2) “Transforming the Japanese Company” in Porter, Michael, Hirotaka Takeuchi, and Mariko Sakakibara. *Can Japan Compete?* Cambridge: Perseus, 2000. (3) Abegglen, James C. “The Changing World Map of the Kaisha” in Abegglen, James C. *21st Century Japanese Management: New systems, lasting values.* New York: Palgrave Macmillan, 2006. (4) Prahalad, C.K., Gary Hamel. “The Core Competence of the Corporation” in Montgomery, Cynthia A., and Michael E. Porter, ed. *Strategy: Seeking and securing competitive advantage.* Boston: Harvard University School, 1991, pp. 277-300.

**TENTATIVE!!! – HIS 210/270: US History/ Modern History of the United States**

**Fall Term: TR 12:30-13:45**

**Classroom:**

**Instructor: Itsuki Kurashina**

**Office: C 3-8**

**Office Hour: MT 10:30-12:00**

**Office Telephone: 018 (886) 5990**

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

**Course Goals**

This course has two primary goals:

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

**Course Description**

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

**Classroom Activities**

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

**Prerequisite:** None

**Evaluation**

**Two short papers 30% (15% for each):** Students attending have to read the assigned part of the textbook and provide information requested by the instructor. The paper must not be more than one, double-spaced, A-4 paper.

**Critical analysis of another student’s short papers 30% (15% for each):** Separate from the instructor’s evaluation of the two short papers above, the students are also assigned to read another paper on the same topic and discuss the points of

improvement. The criticism should be written in one, double-spaced, A-4 paper, and the instructor evaluates it as an indication of the student's ability of critical reading.

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

Attendance 10%

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

### Course Materials

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

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

\*Natsuki Aruga & Yui Daizaburo, eds., *Amerika no Rekishi: Tema de Yomu Tabunka Shakai no Yume to Genjitsu* [*The Topical History of the United States of America*] (Yuhikaku, 2003)

\*Jun Furuya, *Amerikanizumu: "Fuken Kokka" no Nashonarizumu* [*Americanism: Nationalism and the "Universalist State"*] (University of Tokyo Press, 2002)

\*Eiichi Akimoto & Hideki Kan, *Amerika Nijjuseiki Shi* [*Twentieth-Century American History*] (University of Tokyo Press, 2003)

\*Kaname Saruya, *Monogatari Amerika no Rekishi* [*Stories of American History*] (Chuo Koron Sha, 1991)

### Course Schedule

SEPTEMBER

3rd        **Course Introduction**

8th        **Colonial Development**  
Required: *Liberty, Equality, Power*, pp. 43-56 (14 pages)

10th      **Independence of the United States**  
Required: *Liberty, Equality, Power*, pp. 128-133, 148-157, 166-170 (20 pages)

- 15th      **Establishing the US Constitution**  
Required: *Liberty, Equality, Power*, pp., 180-191, 314-321 (20 pages)
- 17th      **Industrialization in the North**  
Required: *Liberty, Equality, Power*, pp. 240-258 (19 pages)
- 24th      **The South and the Civil War**  
Required: *Liberty, Equality, Power*, pp. 258-262, 297-303, 357-360 (16 pages)

**\*\* First Short Paper is due on September 24th \*\***

- 29th      **Reconstruction & Industrialization**  
Required: *Liberty, Equality, Power*, pp. 481-492, 505-513 (21 pages)

## OCTOBER

- 1st        **Critics against Industrialization**  
Required: *Liberty, Equality, Power*, pp. 492-502 (11 pages)
- 6th        **The New Immigrants**  
Required: *Liberty, Equality, Power*, pp. 513-524 (12 pages)

**\*\* First Response Paper is due on October 6th \*\***

- 8th        **Progressivism**  
Required: *Liberty, Equality, Power*, pp. 533-541 (9 pages)
- 15th      **Municipal and State Reforms**  
Required: *Liberty, Equality, Power*, pp. 541-549 (8 pages)
- 20th      **National Reform**  
Required: *Liberty, Equality, Power*, pp. 549-558 (10 pages)
- 22nd      **A Turn in Foreign Policy**  
Required: *Liberty, Equality, Power*, pp. 561-581 (21 pages)
- 27th      **World War I and Wilson's Diplomacy**  
Required: *Liberty, Equality, Power*, pp. 581-592 (12 pages)

29th **The United States under World War I**  
Required: *Liberty, Equality, Power*, pp. 592-607 (16 pages)

## NOVEMBER

5th **Prosperity after WWI**  
Required: *Liberty, Equality, Power*, pp. 610-621 (12 pages)

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

10th **Those Left behind the Prosperity**  
Required: *Liberty, Equality, Power*, pp. 622-635 (14 pages)

12th **The Great Depression and FDR**  
Required: *Liberty, Equality, Power*, pp. 638-645 (8 pages)

17th **FDR's Efforts to Save the Country**  
Required: *Liberty, Equality, Power*, pp. 646-661 (16 pages)

**\*\* Second Response Paper is due on November 17th \*\***

19th **New Deal's Domestic and International Impacts**  
Required: *Liberty, Equality, Power*, pp. 662-670, 672-675 (13 pages)

24th **WWII and the US Society**  
Required: *Liberty, Equality, Power*, pp. 675-679, 687-695 (14 pages)

26th **"One World" to Containment**  
Required: *Liberty, Equality, Power*, pp. 695-697, 699-710 (15 pages)

## DECEMBER

1st **Domestic Impacts of Containment**  
Required: *Liberty, Equality, Power*, pp. 710-723 (14 pages)

3rd **Affluence and Discontents**  
Required: *Liberty, Equality, Power*, pp. 732-745, 750-753 (17 pages)

4th **Decline from the Supremacy**  
Required: *Liberty, Equality, Power*, pp. 755-764, 775-778 (16 pages)

8th        **Divided Home**  
Required: *Liberty, Equality, Power*, pp. 765-771, 797-807 (22 pages)

10th      **Reagan Revolution**  
Required: *Liberty, Equality, Power*, pp. 807-809, 819-823 (7 pages)

15th      **Review**

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

CHS250-1: Introduction to East Asian Studies (2004 Curriculum)

HIS250-1: Introduction to East Asia Studies (2008 Curriculum)

Fall Term: MW 15:30-16:45

Instructor: C. Kenneth Quinones, Wo-Lap Lam

Mizuno Norihito, Naoya Yamazaki

Office: C3-2 (Quinones), C3-4 (Lam)

C3-7 (Mizuno), C3-9 (Yamazaki)

Office Hour: To be announced by each faculty

Office Telephone: 5941 (Quinones), 5880 (Lam)

5975 (Mizuno), 5882 (Yamazaki)

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

willy@aiu.ac.jp (Lam)

nmizuno@aiu.ac.jp (Mizuno)

yama708@aiu.ac.jp (Yamazaki)

### **Course Objectives**

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

### **Course Description**

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

### **Classroom Activities**

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



## Prerequisite

None

## Evaluation

Quiz by Mizuno	25 %
Quiz by Lam	25 %
Quiz by Quinones	25 %
Quiz by Yamazaki	25 %

## Course Materials

Materials will be distributed by each faculty.

## Course Schedule

<b>Sep.</b>	2	W	Quinones	East Asia Yesterday and Today
	7	M	Mizuno	China's Geographical Setting
	9	W	Mizuno	Premodern China 1
	14	M	Mizuno	Premodern China 2
	16	W	Mizuno	Premodern China 3
	<b>21</b>	<b>M</b>	<b>National Holiday</b>	
	<b>23</b>	<b>W</b>	<b>National Holiday</b>	
	28	M	Mizuno	Modern China 1
	30	W	Mizuno	Modern China 2
<b>Oct.</b>	5	M	Mizuno	Quiz by Dr. Mizuno
	7	W	Lam	Introduction to the Era of Reform; China's Political System
	<b>12</b>	<b>M</b>	<b>AIU Festival</b>	
	14	W	Lam	Focus on Economic Reform; Globalization of the Economy
	16	F	Lam	Stagnation in Political and Institutional Reforms
	19	M	Lam	The Civil Society; Middle and Professional Classes; and Private Businessmen
	21	W	Lam	China as a Major Player on the World Stage; the "China Threat" Theory
	26	M	Lam	China's Relations with the United States, Japan and Taiwan
	28	W	Lam	Quiz by Dr. Lam
<b>Nov.</b>	2	M	Quinones	Korea's Land and People
	4	W	Quinones	Korea and China
	9	M	Quinones	Korea and Japan
	11	W	Quinones	Korea Today
	16	M	Quinones	Review
	18	W	Quinones	Quiz by Dr. Quinones
	<b>23</b>	<b>M</b>	<b>National Holiday</b>	
	25	W	Yamazaki	Taiwan: Overview
	30	M	Yamazaki	History (1): Pre History Period and the Early Colonization
<b>Dec.</b>	2	W	Yamazaki	History (2): Taiwan under the Chinese Rule
	7	M	Yamazaki	History (3): Taiwan under the Japanese Rule
	9	W	Yamazaki	History (4): Taiwan after WWII (1945-1987)
	14	M	Yamazaki	History (5): Taiwan after WWII (1987-)
	16	W	Yamazaki	Quiz by Dr. Yamazaki

**GEO330 REGIONAL GEOGRAPHY OF EAST ASIA (3 credit hours)**

**GEO240-1 GEOGRAPHY OF EAST ASIA (3 credit hours)**

Instructor: Norie OSHIMA, PhD

Office hours: TUE & THU 13.00-14.30

Office: A3-10

Website: -

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

Semesters: Fall 2009

Meeting times: -

**DESCRIPTION:** Regional geography deals with wide range of subjects and tries to find regional characteristics. This course designed to help students understand geographic characters of East Asia by studying both physical and human features of the area. First, we will consider geographic division of Asia. Then look at what kind of regional characteristics or universality that has been formed in each division Both historical and contemporary issues will be discussed.

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

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

**STUDY MATERIALS:**

<Textbooks> None

<Reference books, sources of readings and other information>

1. Veeck, G., Pannell, C.W., Smith, C.J., and Huang, Y. (2007) *China's Geography: Globalization and the dynamics of political, economic, and social change*. Rowman & Littlefield.
2. Zhao, S. (1994): *Geography of China: Environment, Resources, Population, and Development*. John Wiley and Sons.
3. Nahm, A.C.. (1996): *Korea: Tradition and Transformation*. Elizabeth: Hollym International Corp.
4. Ganbold, M.P. eds. (2000): *Facts about Mongolia 2000*. Ulaanbaatar: ADMON.
5. Montsame news agency (2006): The 800<sup>th</sup> Anniversary of Great Mongolian State: Mongolia. Ulaanbaatar: Montsame news agency.

**ASSESSMENT:**

*10%: Class Attendance*

- You are expected to attend class, having completed the assigned reading on the syllabus in advance. Each class session will focus on one or more topics and be accompanied by appropriate readings.

*10%: An essay on a film*

*30%: Mid-term Exam*

*50%: Final Exam*

**ACADEMIC PREPARATION:** None

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

**COURSE FORMAT AND ACTIVITIES:** Lecture

**SCHEDULE:**

<Week 1>

Theme: Introduction of the Course and Regional Geography

Readings: reference book 1 and 2

<Week 2>

Theme: China in the globalizing world 1

Readings: reference book 1

<Week 3>

Theme: China in the globalizing world 2

Readings: reference book 1

<Week 4>

Theme: Natural environment: physical setting for development 1

Readings: reference book 1

<Week 5>

Theme: Natural environment: physical setting for development 2

Readings: reference book 1

< *Week 6* >

Theme: Historical Context: An overview 1

Readings: reference book 1

< *Week 7* >

Theme: Historical Context: An overview 2

Readings: reference book 1

< *Week 8* >

Theme: Political system and social, economic development 1

Readings: reference book 1

< *Week 9* >

Theme: Political system and social, economic development 2

Readings: reference book 1

< *Week 10* >

Theme: Population: growth, structure, problems, and policy 1

Readings: reference book 1

< *Week 11* >

Theme: Population: growth, structure, problems, and policy 2

Readings: reference book 1

< *Week 12* >

Theme: The East Asian Tigers 1: Hong Kong and Macao

Readings: reference book 1

< *Week 13* >

Theme: The East Asian Tigers 1: South Korea

Readings: reference book 3

< *Week 14* >

Theme: Developing Country: Mongolia

Readings: reference book 4 and 5

<*Week 15*>

Theme: Final Exam

Readings: None

## **HIS290 (HIS280): Modern History of China**

**Fall Term, 2009 (Tuesday & Thursday, 12:30~13:45)**

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

**Office Hours: Tuesday & Thursday, 10:00 AM -Noon, or by appointment**

**Office: C3-7**

**#Office Phone: 5975**

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

### **Course Description**

This is a survey course of Chinese history since c. 1800 to the present. It will examine all major aspects, including domestic politics, foreign relations, socio-economic and cultural development, of the Chinese history of the time period. It will especially focus on China's suffering of imperialism and strife for survival and modernization, power struggle between the Communists and the Nationalists, Sino-Japanese conflict and WW II in the 1930s and early 40s, China under and after Mao.

\*Taiwan (as part of China, the other China, or a virtually independent state) will not be included. Interested in the country (or island), you would take Dr. Yamazaki's course.

**\*\*1<sup>st</sup> IMPORTANT NOTICE: This course is designed primary for those who have not finished their study abroad programs yet and as a preliminary step to take AIU300 and 400-level East Asian Studies courses.**

**\*\*2<sup>nd</sup> IMPORTANT NOTICE: The instructor suggests that students who have never studied either East Asian or Japanese history should talk to him on September 3 and 4. It would be crucially necessary to make this semester of yours successful and enjoyable.**

### **Course Objectives**

1. To gain **BASIC** knowledge of the modern Chinese history necessary to pursue upper-level courses at AIU.
2. To deepen an understanding of the development (either continuity or discontinuity) of the country's politics, international relations, society, economy, and culture.
3. To think critically and analytically about the country's historical and on-going events and their causation and impact on itself and the outside world in a larger historical context.

### **Classroom Activities**

1. Students are expected to attend every meeting on time.
2. Students are strongly discouraged to leave a classroom between 12:30 and 13:45.
3. Students are expected to finish reading the assigned readings for sure before coming to class.
4. Students must purchase and bring assigned textbook and readings below to every

meeting.

5. Students are expected to raise questions and participate in class discussion actively.
6. Students must fulfill all the requirements listed below in Evaluation to complete and pass this course. No passing without completion!

### **Prerequisites**

None (Read the aforementioned notices very carefully!)

### **Evaluation**

1. Examinations (30% + 30% = 60%): Midterm and final examinations based on lectures and the assigned readings. A study guide will be given approximately one week before each exam.
2. Multiple-choice Quizzes (10% x 2 = 20%): Two multiple-choice quizzes (20 multiple-choice questions each). A study guide will be given approximately one week before each quiz.
3. Attendance (10%): Attendance will be taken at the beginning of every meeting. Late Arrival would not be counted as attendance. Do not be absent more than five times; otherwise, you would automatically lose 10%.
4. Class Participation (10%): Students are expected to be active in raising questions and speak up in class ( NOT after class). Silence would never contribute to your participation grade. Since the instructor will not call on you, you would have to  
\*It is quite likely that you will be given some chances to earn extra points.

### **Course Materials**

To be announced.

### **Course Schedule (Subject to Change)**

Week 1(Sep. 3)

I. Course Introduction

Week 2(Sep. 8 & 10)

**No Class (The instructor will be out of Japan.)**

Week 3 (Sep. 15 & 17)

II. Brief Overview of China before 1800

III. The Beginning of “Century of Humiliation”: The Opium Wars

Week 4 (Sep. 24)

IV. The Domestic Disturbances in the 19<sup>th</sup> Century

Week 5 (Sep. 29 & Oct. 1)

V. China’s Response to Foreign Invasion 1: Reform Movement

VI. China’s Response to Foreign Invasion 2: Popular Resistance

**\*1<sup>st</sup> Multiple-Choice Quiz Study Guide (Oct. 1)**

Week 6 (Oct. 6 & 8)

VII. China's Response to Crisis 3: Revolutionary Movement

**\*1<sup>st</sup> Multiple-Choice Quiz (Oct. 8)**

**\*Midterm Examination Study Guide (Oct. 8)**

Week 7 (Oct. 15)

VIII. Revolutionary China 1: China in Disunity and Transition

Week 8 (Oct. 20 & 22)

**\*Midterm Examination (Oct. 20)**

IX. Revolutionary China 2: Nationalists & Communists

Week 9 (Oct. 27 & 29)

X. The Anti-Japanese Struggle in the 1930 & early 1940s

XI. The Chinese Civil War

Week 10 (Nov. 6)

XII. The Birth of PRC

Week 11 (Nov. 10 & 12)

XIII. Socialist Construction under Mao

**\*Documentary Film on the Great Cultural Revolution (Nov. 12)**

Week 12 (Nov. 17 & 19)

XIV. The Great Cultural Revolution

Week 13 (Nov. 24 & 26)

XV. The End of Mao's Era

XVI. "Reform & Opening" under Deng

**\*2<sup>nd</sup> Multiple-Choice Quiz Study Guide (Nov. 26)**

Week 14 (Dec. 1 & 3)

**\*Documentary Film on the Tiananmen Square Incident (Dec. 1)**

**\*2<sup>nd</sup> Multiple-Choice Quiz (Dec. 3)**

XVII. The Tiananmen Square Incident and Its Aftermath

Week 15 (Dec. 8 & 10)

XVIII. The Rise of China in the 1990s

XIX. China in the First Decade of the 21<sup>st</sup> Century

**Final Study Guide (Dec. 8)**

**Final Examination (Dec. 15, 12:30-13:45)**



## East Asiatic Culture and Arts

Prof. Hidemichi Tanaka

### Course description

This course introduce to the students the East Asiatic cultures and arts explaining the development of Chinese Art History from the beginning to the modern age. Michel Sullivan's book, "The Art of China" shows us the beautiful panorama of the history. In the course we will compare Chinese Art with Japanese's, which is rather different as the style and contents.

### Course Objectives

The Art History is the core of the East Asiatic cultures and arts, which are one of the highest culture in the world. Particularly the landscape in Sung Dynasty (960-1279) attained the stage of the Classicism. The students could learn how to appreciate each work of arts and compare with others from point of view of the styles.

### Course Material

Michel Sullivan, The Art of China, 4<sup>th</sup> Edition, University of California Press, 1999.

### Reference Book

Eenest F. Fenollosa, Epochs of Chinese and Japanese Art, An Outline History of East Asiatic Design, ICG Muse, Inc, New York, Tokyo & London, 2000.

### Schedule

1<sup>st</sup> Week; Introductory concepts, 2<sup>nd</sup>; Before the Dawn of History (Primitive art), 3<sup>rd</sup>; The Shang Dynasty (Primitive Art), 4<sup>th</sup>; The Zhou Dynasty (Primitive Art), 5<sup>th</sup>; The Qin and Han Dynasties (Archaic Art), 6<sup>th</sup>; The Three Kingdom and Six Dynasties (Archaic Art), 7<sup>th</sup>; The Sui and Tang Dynasties I (Archaic Art), 8<sup>th</sup>; The Sui and Tang Dynasties (Archaic Art), 9<sup>th</sup>; The Five Dynasties and the Sung Dynasty I (Classic Art), 10<sup>th</sup>; The Five Dynasties and the Sung Dynasty II, 11<sup>th</sup>; The Yuan Dynasty I (Manieristic Art), 12<sup>th</sup>; The Yuan Dynasty II (Manieristic Art ), 13<sup>th</sup>; The Ming Dynasty (Baroque Art), The Quing Dynasty (Decadent Art), 15<sup>th</sup>; The Twentieth Century (Modern Art)

**2009 Autumn program**  
**HUM 3 7 1 Theater and Cinema in East Asia**  
**Thursday(15:30~16:45) and Friday(12:30~13:45)**  
**Lecturer: TOBARI Haruo**

**Course Description :** The play and the cinema has become a part of our daily life for a long time. As an art and entertainment, they made our life more meaningful and more enjoyable. We could not imagine the life without them. It is interesting to study them indeed as they are in general. In the meantime we could not forget the fact that the play and cinema reflect and reconstruct in various ways the society where we live and they are produced. They create and show us their own images of the society. So they could offer us some unique observations of the society and many interesting points of view on various phenomenon in our society. Sometime they play an important role to unite the people against the national enemy, or mobilize the people toward a certain direction. This course are going to take up the play and the cinema in this context . In other words the play and the cinema are looked from the socio-political standpoint in this course.

Actually we study Chinese play and cinema in the context of historical development and social changes in China. It is too naive to think that you could understand Chinese play and cinema without certain knowledge of Chinese history and society which are reflected in them.

**Course Objectives:** This course has two objectives. Firstly to obtain certain knowledge to watch and appreciate the play and the cinema in general. Secondly to learn how to find the historical and social

realities of China through Chinese play and cinema.

**Study materials:** All the students required to prepare “Teahouse” by Chinese well known playwright Lao She as the textbook of the course. In addition to “Teahouse”, we are reading another play “The Spear that Demolishes Five Tigers at Once ” by same author and a short story of him, entitled “An Old and Established Name ” to know the author. Those texts and other necessary materials are provided during the classes.

**Assessment:** The students will be requested to submit a report on “Teahouse” during the course, about the end of October.

Class participation and performance of the students during the course also be assessed.

**Activities:** The course read two plays and a short story written by Lao She before the end of October. And from the beginning of November to the End of December we concentrate to watch Chinese cinemas and examine their contents, discuss life and social, political situation at that time in China reflected in them. Students are expected to attend all classes and engage actively in discussion and debate on the topics raised during the course.

**Schedule:** ( Each class 75 minutes)

**Sept.3(Thursday), 4(Friday).**

The play and the cinema in general. Chinese play and cinema.

**Sept.10(Thursday),11(Friday).**

Chinese play. Introduction to the author. Discussion on “The Old and Established Name”

**Sept.17(Thursday),18(Friday)~. Oct.8(Thursday),9(Friday).**

“Teahouse” and Chinese historical developments .

**Oct.1(Thursday),2(Friday)~Oct.22(Thursday),23(Friday).**

“The Spear That Demolished Five Tigers at Once” and Chinese historical background.

**Oct. 29(Thursday),30(Friday)**

Chinese movies have changed!

**Nov. 5(Thursday),6(Friday).**

How the movies in three Chinas reflect societies in their works----Case study of the relations between movies and the societies in which those movies were produced. Showing a part of three movies. “The Swordsman in Double-Flag Town (双旗鎮刀客)”(1991, China ),“ Fist of Fury(精武門)”(1971,Hongkong), “Darkness & Light(黑暗之光)”(1999,Taiwan)

**Nov.12(Thursday),13(Friday)~19(Thursday),20(Friday).**

Historical and political changes in China behind the birth of Fifth Generation Cinema. Showing “Yellow Earth(黃土地)” (1984)

**Nov.26(Thursday),27(Friday)~Dec.3(Thursday).**

End of the authoritative rule of the Jiang family ,or Mainlanders was an important factor behind the rise of “ New Taiwan Cinema.” Showing “Growing Up (小畢的故事) ” (1983)

**Dec.10(Thursday),11(Friday)~Dec. 17(Thursday),18(Friday).**

Handover of British Colony Hongkong to China on July 1<sup>st</sup>, 1997 and the political and social changes in Hongkong. Against this historical background “Hong Kong New Wave” was gradually made its appearance. Showing “Boat People (投奔怒海) ”(1982)

**Note: We have a classe as usual during the examination week.**

## PLS 330 The U.S. Constitution

Fall 2009

Instructor: Takeshi Akiba

Office: C3-3

Office Hours: M, Th 1-3

E-mail Address: t-akiba@aiu.ac.jp

### Course Objectives

By the end of the course the student should be able to:

- 1) Explain the history and intent behind major provisions of the U.S. Constitution.
- 2) Discuss contemporary issues and controversies from a constitutional perspective.
- 3) Discuss how constitutional structure affects the protection of individual rights.

### Course Description:

This is an intermediate course on the government structure established by the U.S. Constitution and rights that are protected by that instrument (students are expected to have some knowledge of the U.S. political system). Emphasis will be on the *protection of individual rights*, with attention to how constitutional structure (such as federalism and judicial review) affects constitutional debate. Starting with the history and structure of the Constitution, the course will discuss major controversies regarding constitutional rights including contemporary issues. The course culminates with moot court sessions that push students to *analyze contemporary issues from the constitutional perspective*.

### Classroom Activities:

**Course format:** Lectures by the instructor combined with small and large group discussion and other active learning methods. Moot court sessions will be held at the end of the semester. Audio-visual material will be utilized to facilitate learning. **Assignments:** Please read assigned readings prior to class. There will be several class assignments. Details will be announced in class. **Policies:** Attendance is mandatory and assignments need to be submitted on time. Exceptions may be made only with approval by the instructor for legitimate reasons. **Feedback:** Your feedback is always welcome. Please feel free to contact me via e-mail or visit my office.

### Prerequisites

None

### Evaluation

Mid-term examination (30%)

- Final examination (40%)
- Class assignments including moot court (20%)
- Participation and attendance (10%)

### **Course Materials**

NOTE: TEXTBOOK MAY CHANGE. IT WILL BE ANNOUNCED BY THE BEGINNING OF THE SEMESTER.

Joanne Banker Hames & Yvonne Ekern, *Constitutional Law: Principles and Practice* (Thomson Delmar Learning, 2005)

*Additional materials will be distributed in class or placed on hold in the library.*

### **References:**

Milton C. Cummings, David Wise, *Democracy Under Pressure: An Introduction to the American Political System*

Samuel Kernell, Gary C. Jacobson, *The Logic of American Politics*

Robert G. McCloskey, *The American Supreme Court*

Lawrence M. Friedman, Harry N. Scheiber, eds., *American Law and the Constitutional Order: Historical Perspectives*

Clinton Rossiter ed., Hamilton, Madison, Jay: *The Federalist Papers*

Robert A. Dahl, *How Democratic is the U.S. Constitution?*

### **Class Schedule**

*This schedule is tentative and subject to changes and adjustments. This schedule is based on the textbook above. There may be slight alterations if the textbook is changed, but the general content of the course will remain the same.*

Week 1 (Sep. 3): Introduction

Introduction to the course, policies, assignments

Learning the Constitution: Text and interpretation (assignment on *Plessy* and *Brown*)

#### I. History and structure

Week 2 (Sep. 8, 10) Historical themes of the U.S. Constitution

Federalists and Anti-Federalists (Cummings & Wise, 38-47)

Slavery, Civil War and race (Kernell & Jacobson, 106-114)

Week 3 (Sep. 15, 17) Federalism and the expansion of Congressional power (Chap. 4)

Basis of Congressional power—especially the interstate commerce clause

Federalism and contemporary rights

Week 4 (Sep. 24) Judicial Review

Judicial review and judicial supremacy

Supreme Court justices and politics

Week 5 (Sep. 29, Oct. 1) The President and executive privileges (Chap. 8)

Presidential power and privileges

War power and the Executive—military internment and detention

## II. Individual Rights

Week 6 (Oct. 6, 8) First Amendment

Freedom of Religion (Chap. 12)

Establishment Clause and the Free Exercise Clause

Freedom of Speech (Chap. 11)

Freedom of speech and freedom of the press

Week 7 (Oct. 13, 15) Criminal justice

Criminal procedure (Miranda rights)

Death penalty and its application

Week 8 (Oct. 20, 22)

*Review and mid-term examination*

Week 9 (Oct. 27, 29) Equal protection – Race (Chap. 8)

The Civil Rights revolution and its effects (Lowi, Ginsburg, Shepsle, 128-142)

Segregation, affirmative action, busing

Week 10 (Nov. 5) Equal protection – Gender, Sexual orientation (Chap. 8)

Gender and intermediate scrutiny

Sexual orientation

Week 11 (Nov. 10, 12): Moot Court I

Week 12 (Nov. 17, 19): Due process and the Right to Privacy (Chap. 9)  
Birth control and abortion rights  
Sexual orientation

Week 13 (Nov. 24, 26): Contemporary issues I  
Property rights v. governmental regulation  
Gun-control and the Second Amendment

Week 14 (Dec. 1, 3, 4): Contemporary issues II  
(*Note: Dec. 4 is Tuesday class day*)  
Same-sex marriage, federalism and constitutional rights  
International norms and the U.S. Constitution

Week 15 (Dec. 8, 10): Moot Court II

Week 16 (Dec. 15, 17): Review and final examination



## PLS 280 Introduction to U.S. Political System

Fall 2009 MW 10:30-11:45

Instructor: Takeshi Akiba

Office: C3-3

Office Hours: M, Th 1 – 3 pm

E-mail Address: t-akiba@aiu.ac.jp

### Course Objectives

By the end of the semester, students should be able to:

- 1) Discuss the roles of key institutions within the U.S. political system and their relationships with each other.
- 2) Discuss how those roles and relationships have developed over time.
- 3) Analyze the current strengths and weaknesses of the institutions.
- 4) Understand how rights are key elements in a functioning democratic political system.

### Course Description:

The U.S. has marketed itself to the world as a leader of democracy. How does a democratic political system function? What are its successes and shortcomings? This course introduces the student to the roles of various political institutions and actors in the U.S. political system and considers their influence on democracy. We will study about the form of government established by the Constitution (Congress, President, and the Court), and about actors that influence government policy-making (political parties, interest groups, and mass media).

### Classroom Activities:

**Course format:** Lectures by the instructor, small group discussion and other active learning methods. Audio-visual material will be utilized to facilitate learning. **Assignments:** You are to submit a short response paper on the first day of class each week. Details will be announced in class. There will also be a presentation assignment. **Policies:** Attendance is mandatory. Exceptions may be made only with approval by the instructor for legitimate reasons. **Feedback:** You are encouraged to ask questions during class. Your feedback is always welcome. Please feel free to e-mail me or visit my office.

### Prerequisites

None

### Evaluation

Mid-term examination	30 points
Final examination	40 points

Assignments	20 points
Participation	10 points

### **Course Materials**

**Required:** Milton C. Cummings, Jr. & David Wise, *Democracy Under Pressure: An Introduction to the American Political System*

### **Major References:**

Samuel Kernell & Gary C. Jacobson, *The Logic of American Politics*

Lowi, Ginsberg, Shepsle, eds., *American Government: Power and Purpose*

Hamilton, Madison, Jay, eds., *The Federalist Papers*

Video clips from *C-SPAN Classroom*

Additional materials will be distributed in class or placed on reserve at the library.

### **Class Schedule**

*This schedule is tentative and subject to changes and adjustments.*

Reading pages and questions for each will be uploaded on AIMS.

## **I. The form of government and the rights of the people**

Week 1 (Sep. 2)                      Government and People (Chap. 1)

Introduction (course objectives, policies, overview)

The role of government and the significance of democratic government

Week 2 (Sep. 7, 9)                Constitutional Framework (Chap. 2)

Ratification of the U.S. Constitution, plans and compromises

Separation of powers, checks and balances

Week 3 (Sep. 14, 16)          Federal System (Chap. 3)

History and significance of the federal system of government

Federalist / Anti-federalist debate

Week 4 (Sep. 28, 30)        Civil Liberties (Chap. 4)

Bill of Rights (especially the First Amendment)

Criminal procedure

Week 5 (Oct. 5, 7)          Equal Rights (Chap. 5)  
African Americans and the history of civil rights  
Gender and civil rights

Week 6 (Oct. 14, 16)      Justice (Chap. 15)  
*Note: Oct. 16 is Monday Class Day*  
The Supreme Court and Judicial Review  
The Warren Court and after

Week 7 (Oct. 19, 21)      Review and mid-term examination

## **II. The political process**

For the second half of the course, you will be asked to follow a given policy issue from the standpoint of a member of Congress. Each week, you will learn how various actors (attempt to) influence the member. On Week 14, you (or your group) will give a presentation on that policy field and the policy-making process.

Week 8 (Oct. 26, 28)      Congress (Chap. 12)  
Bicameralism (House and Senate) and its effects  
The legislative process—how a bill becomes a law

Week 9 (Nov. 2, 4)        The President (Chap. 13)  
The shape of the executive branch  
The expanding roles of the President

Week 10 (Nov. 9, 11)     Political Parties (Chap. 9)  
Role of political parties and the two-party system  
Democrats and Republicans today

Week 11 (Nov. 16, 18)    Interest Groups (Chap. 7)  
The role of interest groups in the political process  
Debate over the influence of interest groups

Week 12 (Nov. 25)          Public Opinion (Chap. 6)

The role of public opinion in the political process

How public opinion is measured and its shortcomings

Week 13 (Nov. 30, Dec. 2) The Media and Politics (Chap. 8)

First Amendment, government, and freedom of the press

Challenges for the press: privacy, libel, and press privileges

Week 14 (Dec. 7, 9)          Voting Behavior and Elections (Chap.11)

The Electoral system (Congress, President)

Voting rights and voting behavior

Week 15 (Dec.14, 16)          Review and final exam

## **TENTATIVE!!! – PLS 315: US Presidency**

**Fall Term:** MW 9:00-10:15

**Classroom:**

**Instructor:** Itsuki Kurashina

**Office:** C 3-8

**Office Hour:** MT 10:30-12:00

**Office Telephone:** 018 (886) 5990

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

### **Course Goals**

This course has three primary goals:

1. The students will acquire information about the function of Presidents in the US government.
2. The students will understand the process of US presidential election through active research of the election in process.
3. The students will get accustomed with research-based presentation on the current issues.

### **Course Description**

This course is intended to show the specific function of the US presidency in political and social fields of the United States. As a part of the federal government, US Presidents have certain power and function in relation to other governmental organizations. At the same time, a President can exercise wider influence than just one section of the government. This course is designed to clarify both strength and limitation of US Presidents.

### **Classroom Activities**

This course consists of lectures by the instructor. First three sessions focus on individual Presidents who made important contributions to the development of US presidency. Based on these historical explanations, students are expected to write their first paper. Then, various aspects of US presidency is explained based on the assigned sections of the textbook, and students are expected to read these sections in advance. Students should take two written examinations regarding US presidential functions.

**Prerequisites:** None

### **Evaluation**

**First Paper 20%:** Using lecture information as guidance, students should write a short paper on the assigned president based on information from the Internet. Further instructions should be given later.

**Take-Home Examination 30%:** Students should submit a written answer to the

assigned question one week prior to the deadline. The answer should be based on lectures and textbook. No research is required.

Final Examination 40%: An in-class, closed-book examination will be held at the end of the semester. Students should explain key concepts explained in the lectures.

Attendance 10%: Students should attend at least half of the lectures in order to get this 10% of the entire grade. Additionally, if students attend ALL lectures without delay, they will get 0.5 GPA point upgrade automatically.

### **Course Materials**

**Textbook: George C. Edwards III & Stephen J. Wayne, *Presidential Leadership: Politics and Policy Making*, Seventh edition (Belmont, CA: Thomson Wadsworth, 2006)**

Suggested Materials:

- \*Graham Allison, Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd edition (New York: Longman, 1999)
- \*Richard E. Neustad, *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan* (New York: Free Press, 1990 (1980))
- \*Fred I. Greenstein, *The Presidential Difference: Leadership Style from FDR to George W. Bush*, 2nd edition (Princeton: Princeton University Press, 2004)
- \*Takemoto Inuma, *US Presidency [Amerika Gasshukoku Daitoryo]* (Kodansha Shinsho, 1988)
- \*Ichiro Sunada, *The Power of US Presidents [Amerika Gasshukoku Daitoryo no Kenryoku]* (Chuko Shinsho, 2004)

### **Course Schedule**

SEPTEMBER

- |      |  |
|------|--|
| 2nd  | <b>Course Introduction</b>                                     |
| 7th  | <b>History of US President I: Progressive Presidents</b>       |
| 9th  | <b>History of US President II: Road to Imperial Presidency</b> |
| 14th | <b>History of US President III: Reversing History?</b>         |
| 16th | <b>Process to Nominate Candidates</b>                          |

Required: *Presidential Leadership*, pp. 28-41

28th **Strategies to Win the Nomination**

Required: *Presidential Leadership*, pp. 42-58

**###First Paper is due on September 28th###**

30th **System of the Presidential Election**

Required: *Presidential Leadership*, pp. 59-73

## OCTOBER

5th **Presidential Campaign**

Required: *Presidential Leadership*, pp. 73-99

7th **The President and the Public**

Required: *Presidential Leadership*, pp. 100-153

14th **The President and the Media**

Required: *Presidential Leadership*, pp. 154-192

16th **Outline of the President's Office**

Required: *Presidential Leadership*, pp. 193-203

19th **Presidential Staff**

Required: *Presidential Leadership*, pp. 204-222

21st **Presidential Decision Making I**

Required: *Presidential Leadership*, pp. 223-238

26th **Presidential Decision Making II**

Required: *Presidential Leadership*, pp. 239-253

28th **Psychological Presidency**

Required: *Presidential Leadership*, pp. 254-285

## NOVEMBER

2nd **Presidential Handling of the Executive Branch**

Required: *Presidential Leadership*, pp. 286-303

4th **Conflicts between the Presidents and Bureaucrats**

Required: *Presidential Leadership*, pp. 303-329

- 9th        **The President and the Congress**  
Required: *Presidential Leadership*, pp. 330-353
- 11th      **Presidential Legislative Skills**  
Required: *Presidential Leadership*, pp. 353-377
- 16th      **Judicial Selection**  
Required: *Presidential Leadership*, pp. 378-391
- 18th      **President-Supreme Court Relations**  
Required: *Presidential Leadership*, pp. 391-408
- 25th      **Domestic Policy Making I**  
Required: *Presidential Leadership*, pp. 409-421
- 30th      **Domestic Policy Making II**  
Required: *Presidential Leadership*, pp. 421-441

**###Take Home Examination due on November 30th###**

## DECEMBER

- 2nd        **Budgetary Policy Making**  
Required: *Presidential Leadership*, pp. 442-461
- 7th        **Economic Policy Making**  
Required: *Presidential Leadership*, pp. 461-474
- 9th        **Unilateral Presidency**  
Required: *Presidential Leadership*, pp. 499-517
- 14th      **Review Session**

**\*\*\*Final Examination\*\*\***



## **SOC 350 : Social Problems in the US**

**2009 Fall Semester: Wed & Fri. 12:30-13:45**

**Instructor: Michio Katsumata**

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

**Cellphone: 090-4595-8867**

**Office hours: M-F afternoon (Anytime is OK as long as I am in the office.)**

### **Course Goals**

This course endeavors to equip students with the following capabilities:

1. The ability to identify different ways that sociologists go about charactering an issue as a social problem.
2. The ability to creatively apply different levels of analysis to the most significant and durable social problems facing the contemporary US.
3. The ability to figure out which of these problems are unique to the US and which are generally experienced by developed countries including Japan.
4. The ability to both speak intelligibly and write coherently in English about subjects.

### **Course Description**

This course surveys some of the most deep-seated social problems afflicting the United States. Sociology conventionally understands problems commonly represented as individual as collective in origin and solution. However, many traditional sociologists restrict themselves too often to deconstructing behaviors as “deviant,” ceding coverage of society’s most monumental crises. On the other hand, sociologists taking “power-conflict perspective” deal with larger structural problems of inequality and oppression, but they too refrain from issuing far-reaching cultural critiques, thus giving the impression that the main imperfection of US society is that it does not live up to the noble image it projects of itself. This course intends to transcend these limited approaches to train students develop critical thinking with analytical skills over the societal issues in the US.

### **Classroom Activities**

Class sessions will be comprised of a mixture of lectures, students’ presentations, group discussions and documentary video screening.

### **Prior Academic Preparation**

It is strongly suggested that, prior to enrolling in this course, students first have completed Sociology (Sociology 180). Other courses useful to take previously to this one include US-related courses in the Global Studies Program.

**Credits: 3**

### Evaluation

(1) Class attendance and participation	30%
(2) Oral presentations	20%
(3) 2 short papers	20%
(4) Final paper	30%

### Course Materials

- Feagin, Joe R., Clairee Feagan, and David V. Baker *Social Problems: A Critical Power-Conflict Perspective*. Upper Saddle River, NJ: Pearson Prentice Hall, 2006
- Other reading materials and videos shall be placed on library reserve.

### Class schedule:

01(9.02):	Orientation: A troubled society --- What are social problems?	
02(9.04):	Chapter 1: Power-Conflict perspective --- Marxist theory	
03(9.09):	Chapter 1: Mainstream social science views	
04(9.11):	Chapter 2: "Class struggle"	
05(9.16):	Chapter 2: Inequality of income and wealth	
06(9.18):	Chapter 3: Unemployment	
07(9.30):	Chapter 3: Ideology of individualism	
08(10.02):	Video: "Modern Times"---Development of capitalism	
09(10.07):	Chapter 4: Racism	--- First short paper due (2~3 pages)
10(10.09):	Chapter 4: "I Have a Dream"	
11(10.14):	Chapter 5: Gender roles and sex discrimination	
12(10.21):	Chapter 5: Glass ceiling	
13(10.23):	Chapter 6: Education Gap	
14(10.28):	Chapter 6: Diplomas and credentials	
15(10.30):	Chapter 7: Health and medical care	
16(11.04):	Chapter 8: Crime and criminal justice	
17(11.06):	Chapter 8: Prosecuting criminals	--Second short paper due (2~3 pages)
18(11.11):	Chapter 9: "Deviance"	
19(11.13):	Chapter 9: Homosexuals and same sex marriage	
20(11.18):	Chapter 10: Worker alienation	
21(11.20):	Chapter 10: Controlling workers	
22(11.25):	Chapter 11: Environmental and energy issues	
23(11.27):	Chapter 11: Military-Industrial Complex	
24(12.02):	Chapter 12: Mass media and information control	
25(12.09):	Chapter 12: Democratic socialism in the US?	
26(12.11):	Review:	--- Final paper due (4~5pages)

**Sociology 360/450: Sociology of Globalization**  
**Fall 2009**  
**TR 15:30-16:45**  
**Room TBA**

**Dr. Etzrodt**  
**Phone: 018-886-5804**

**Office: A3 - 3**  
**Office hours: TBA**

**Course Description**

As the 1990's unfolded, in academic, policy, and media circles it became increasingly common to assert that we live in the age of "globalization." This claim gained such widespread circulation that it eventually took on the status of conventional wisdom, its various possible meanings rarely explored, much less its basic assumptions ever challenged. This course will investigate the socio-political origins and effects of the notion that globalization is an inevitable state of affairs, or simply "the way the world works," like it or not. Other questions addressed include: Is globalization historically unprecedented? Is globalization really global? What mixture of technological, economic, political, cultural, and other forces are driving it forward? What collective movements have emerged to contest globalization, what are their respective critiques, and what respective alternatives do they propose for organizing socio-political life?

**Course Goals**

This course endeavors to equip students with the following capabilities:

1. The ability to discern the many angles of "globalization."
2. A skeptical attitude toward dominant representations of "globalization," including the image of "globalization" as a supernatural force beyond human control.
3. An appreciation of the historicity of "globalization," and its character as a *socio-political* project (including its *ideological* aspects).
4. The ability to detect differences between various "anti-globalist" movements on the basis of their differing affiliations and worldviews.
5. The ability to reasonably forecast possible directions in which "globalization" might head.
6. The ability to speak intelligibly (in English) and write coherently (in English) about subjects 1-5.

**Classroom Activities**

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

**Prior Academic Preparation**

It is strongly suggested that, prior to enrolling in this course, students first have completed Sociology (SOC 150/180), Ideas and Theories in the Social Sciences (SOC 250), and Economics of Globalization (ECN 322). Other courses useful to take previously to this

one include World History, World Civilization, Introduction to Global Studies, and International Relations.

### **Course Materials**

- Glenn, John. 2007. *Globalization: North-South Perspectives*. London: Routledge.
- Other readings to be placed on library reserve, especially from Robin Cohen and Paul Kennedy. 2007. *Global Sociology*. Second Edition. Houndmills: Palgrave Macmillan.
- Steger, Manfred. 2005. *Globalism*. Second Edition. Lanham, MD: Rowman & Littlefield.

### **Evaluation**

Group discussion of key issues will figure centrally in this course. Participation in discussion will count 20% of the overall course grade; if students make a sincere and visible effort to contribute comments that reflect thoughtful engagement with course material, they will earn full credit for participation.

Students have to make a short presentation (5 minutes). It will be worth 20% of the overall course grade.

There will be one in-class 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.

### **Schedule**

#### **September 3, 8: Introduction to the course.**

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 1.

#### **September 10, 15: Globalization: Myth or Reality?**

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 2.

#### **September 17, 24: How Global is Globalization?**

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 3.

#### **September 29, October 1: Modernity and the Evolution of World Society.**

Reading: Cohen/Kennedy, *Global Sociology*, Chapter 3.

#### **October 6, 8: Trade Liberalization and Economic Growth.**

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 4.

#### **October 15, 20: Globalization and the Reconfiguration of the State.**

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 5.

#### **October 22, 27: Patterns of Global Poverty and Inequality.**

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 6.

*In-class exam, October 29*

**November 5, 10: The Ideology of Globalism.**

Reading: Steger, *Globalism*, Chapter 3.

**November 12, 17: Antiglobalist Challengers from the Political Left and Right.**

Reading: Steger, *Globalism*, Chapter 4.

**November 19, 24: Crime, Drugs and Terrorism: Failures of Global Control.**

Reading: Cohen/Kennedy, *Global Sociology*, Chapter 9.

**November 26, December 1: Population and Migration.**

Reading: Cohen/Kennedy, *Global Sociology*, Chapter 10.

**December 3, 4: Tourism: Social and Cultural Effects.**

Reading: Cohen/Kennedy, *Global Sociology*, Chapter 12.

**December 8: Sport in a Global Village.**

Reading: Cohen/Kennedy, *Global Sociology*, Chapter 15.

**December 10, 15: Global Governance: Is More Better?**

Reading: Glenn, *Globalization: North-South Perspectives*, Chapter 7.

***Final paper due December 17***

## **ECN465 EUROPEAN POLITICS AND ECONOMY**

Instructor: Hideya TAIDA

E-mail [taidahm@tkk.att.ne.jp](mailto:taidahm@tkk.att.ne.jp)

Office TBD

Semester: autumn (2009)

### **Description**

The course begins with focus on the historical development and present structure of the European Union (EU). Prominent political and business leaders from Tokyo will visit class to speak about Japan –EU relations, Japanese firms in the EU, and EU firms in Japan. Other themes to be explored are the new ‘E-Generation,’ the birth and significance of the EURO, the European social model, and the emission reduction trade in the EU etc. Case study analysis will focus on Japanese firms in EU and on EU firms in Japan. Students will be required to research outside sources to prepare for analysis of 4 case studies. Preparations must be completed before coming to class. The case studies are: ECCO, iittala, Nissan Motores and Marubeni.

In addition to a wide range of reading assignments, students will be expected to make substantial use of online and conventional media sources to search for recent news articles that either support or refute the hypotheses put forth in our textbook.

The instructor will rely on his long experience as board member and CEO of European operations of one of Japan’s largest trading companies, to give real life to the study of the EU.

### **OBJECTIVES**

Upon completion of the course, students will:(1) understand the history and present organizational and governance structure of the EU, (2) have developed through case study analysis, a good understanding of the opportunities and risks of doing business in the EU, And (3) be able to develop a reasonable forecast for the future of the EU, substantiated and documented by knowledge obtained during this semester.

### **STDY MATERIALS**

#### **<Textbook>**

Reid T R. The United States of Europe: The New Superpower and the End of American Supremacy. Penguin Press, 2004

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

Hill, Charles, International business. McGraw-Hill

Fontaind, Pascal. Europe in 12 Lessons

Williams, Bonnie. The communication Gap (original English transcript from publisher)

**<Useful websites>**

<http://europa.eu/index.en.htm>

[http://www.europarl.europa.eu/news/public/default\\_en.htm](http://www.europarl.europa.eu/news/public/default_en.htm)

**COM430(04)/SOC470(08): Mass Media and Society**

**Fall Term: Thursday and Friday 10:30-11:45**

**Instructor: Takashi Koyama Email: ktakashi@aiu.ac.jp**

### **Course Goals**

To understand how news is edited and disseminated, how media affects public opinion, the government and society as a whole. Also to study the problems of the media such as news accuracy, objectivity and its collusive tendencies. Students will also find out that democracy or free speech does not rest on solid foundation.

### **Course Description**

The students will learn about “Mass Media and Society” by reading “Liberty and the News” (Walter Lippmann) in class as well as actually reading news articles in Japanese and Western newspapers and magazines. The students will understand how ideas, myths and prejudice distort news and affect public opinion. They will also study the serious problems the media face today.

### **Classroom Activities**

At the beginning of each class I will explain about the important news of the week. I will analyze them and explain its background. After that I will lecture on each topic. We will extensively use past newspaper and magazine articles as well as books to further our understanding. Students will be expected to engage frequently in discussions and debates.

### **Prerequisites**

None

### **Evaluation**

Final exams, attendance and two response papers

### **Course Materials**

“Liberty and the News” (Walter Lippman) and other reading materials will be provided in class.



## **Class Schedule**

1. International Situation of the World
2. Media's Role in Society
3. How Newspaper is Organized
4. How Newspapers Gather News
5. Crisis of Democracy and Journalism --Not to Instruct but to Report
6. Toleration of Alternative Beliefs -- Phantom Public and Pseudo-Environment
7. Propaganda – The Most Destructive Form of Untruth
8. No Higher Law Than Facts
9. Substance of Democratic Government Unsecured
10. Free Speech Does Not Rest on Solid Foundation
11. Suppressing Our Thoughts
12. Vast Editing Apparatus With No Rules of Evidence
13. War Correspondent
14. Ignorant Editors
15. Nothing But Propaganda from Troubled Areas of the World
16. Without Facts You Are Victim of Agitation
17. War and Revolution – Destroyer of Realistic Thinking
18. Uninformed Congress –Decision Made by Public Opinion and the Executive
19. No Liberty Without Standards of Evidence
20. Unity of Method
21. Turning Newspaper Enterprise to a Disciplined Profession.
22. Health of Society Depends Upon the Quality of Information
23. See What the World Really Is
24. Need for Disinterested Reporting
25. Fight for Truth than for Our Theories
26. We Shall Advance When We Have Learned to Seek the Truth
27. How to Analyze News
28. Liberal Democracy
29. Unregulated Private Enterprise
30. Limits of Media

**SOC 360: Social Structure in Korea / SOC 380: South and North Korean Societies**  
**Fall Term: Tues and Thu 15:30 – 16:45 PM**  
**Instructor: C. Kenneth Quinones, Ph.D, Office: C-9**  
**Office Telephone: 5941 Email: [ckquinones@aiu.ac.jp](mailto:ckquinones@aiu.ac.jp)**  
**Office Hours: Mon. and Wed. 1530-1700 PM, Tues 1300-1400 PM**

### **Course Goals**

The course has three primary goals.

1. Improve students' ability to use English to acquire new information and to express their personal views about a subject.
2. Research and assess different points of view regarding key issues involving Japan and both Koreas.
3. Explain in spoken and written English what students have learned about Korea and provide their personal assessment of controversial issues related to Korea.

### **Course Description**

This introductory level course will introduce students to contemporary Korea, Japan's closest neighbor. We will explore both North and South Korea since their establishments in 1948, assess their differences and similarities, and the reasons behind these characteristics. Introductory level lectures will examine and compare the two Koreas' views of the outside world, values, social organization, political institutions, and educational and economic systems. Attention will also be given to how Koreans view Japan and the Japanese people, and how these views influence the two Koreas' foreign and economic policies toward Japan and China.

### **Classroom Activities**

Basic information will be provided during lectures, but students will also be expected to engage frequently in discussions and debates, and to make two verbal presentations during class about designated topics.

**Prerequisites:** None

### **Evaluation:**

**Written Quizzes 90%:** There will be three written examinations to test student's ability to identify important persons, dates and issues. Students will be provided a list of key terms to study.

**Class Presentations 10%:**

### **Course Materials:**

Reading materials will be put on reserve in the library and/or distributed in class as listed below in the schedule of class meetings.

**Class Schedule and Reading Assignments**  
**SEPTEMBER**

*South Korea*

**Week 1. Course Introduction**

**Korea's Cultural and Social Legacy**

**Week 2. North and South: People, Land, Resources and Problems**

Required: "Resource Endowments and Natural Condition," in:  
Yang Sung chul, *The North and South Korean Political Systems –  
A Comparative Analysis*. Seoul: Hollym, 1999. pp. 563-578. (15  
pages)

C. Kenneth Quinones, *Understanding North Korea*.  
New York: Penguin Alpha Books, 2004. pp. 1-40. (40 pages)

**Week 3. Korea's Division**

**The Korean War**

**Week 4. The Korean War's Consequences**

**South Korea's Militarism: 1961- 1987**

Required: Donald MacDonald, "South Korea's Politics Since  
Liberation," in: Donald Clark, *Korea Briefing, 1993*. Boulder, Co.:  
Westview Press, 1994. pp. 5-30 (25 pages)

**Week 5. South Korea's Industrialization and Urbanization: 1960-2000**

Required: David C. Kang, "Neither Miracle nor Meltdown:  
Explaining the Historical Pattern of (South) Korean Government-  
Business Relations," in: Seung Ho Joo and Tae Hwan Kwak,  
editors, *Korea in the 21<sup>st</sup> Century*. Huntington, N.Y.: Nova  
Science Publishers, 2001. pp 19-51. (30 pages)

**Quiz 1 (October 11)**

**Week 6. South Korea's Democratization: 1980 – 2002**

Required: Park Kyung-ae and Heng Lee, "Democratic  
Consolidation and Comparative Political Perspective on the 2002  
Presidential Election in the ROK," pp. 47-62, and;

Required: Daniel Inkston, "Major Issues in the 2002 ROK  
Presidential Election," pp. 63 – 81; in: Alexandre Mansourov,  
editor, *A Turning Point: Democratic Consolidation in the ROK and Strategic  
Readjustment in the US-ROK Alliance*. Honolulu: Asia-Pacific Center for  
Security Studies, 2005. (33 pages)

**Week 7. South Korea Today**

Required: Young Whan Kihl, "The Past as Prologue: President  
Kim Dae Jung's Legacy and President Roh Moo-hyun's Policy

Issues and Future Challenges,” in: Mansourov, A Turning Point. Pp. 158-183. (25 pages))

## **OCTOBER**

### **Week 8. South Korea’s Approach to North Korea**

Quinones, “South Korea’s Approaches to North Korea: A Glacial Process. In: Kyung-ae Park and Dalchong Kim, *Korean Security Dynamics in Transition*. New York: Palgrave, 2001. –19-48. (29 pages)

### North Korea

### **Week 9. North Korea’s World View**

Quinones, “The United States in North Korean Foreign Policy,” in: Byung Chul Koh, *North Korea and the World*. Seoul: Kyungnam University Press, 2005. pp. 91-131. (40 pages)

## **NOVEMBER**

### **Week 10. North Korea’s Centralization and Collectivization Under *Juche***

Quinones, “Beyond Collapse: Continuity and Change in North Korea.” *International Journal of Korean Unification Studies*. Vol. 11, No. 2, 2002, pp. 25-62. (37 pages)

### **(November 8) Quiz 2**

### **Week 11. North Korea’s Industrialization**

### **Week 12. North Korea’s “Military First” Policy and Nuclear**

Quinones, “Kim Jong Il’s ‘Strong and Great Nation’ Campaign and the DPRK’s Deterrence of the U.S. ‘Imperialist Threat.’” In: Alexandre Mansourov, Bytes and Bullets: Information Technology Revolution and National Security on the Korean Peninsula. Honolulu: Asia-Pacific Center for Security Studies, 2005. pp. 276-298. (22 pages)

Quinones, “Reconciling Nuclear Standoff and Economic Shortfalls,” in: Young Whan Kihl and Hong Nack Kim, editors, *North Korea: The Politics of Regime Survival*. New York: M.E. Sharpe, 2006. pp. 75-96. (21 pages)

### **North Korea’s Succession Problem**

### **Week 13. The Nuclear Crisis on the Korean Peninsula**

### **Japan and the Two Koreas**

Quinones, “Japan’s Engagement of the Democratic People’s Republic of Korea, 1990-2000,” in: Joo (see above.) pp. 71-106. (35 pages)

## **DECEMBER**

### **Week 14. Review**

## **Week 15. Final Quiz**

## **Mass Media in East Asia**

SOC 396 Mass Media in East Asia

Monday/Wednesday 12:30-13:45

Instructor: Carol P. Lai

Office: TBA

Office Hour: TBA

E-mail Address: TBA

### **1) Course Objective :**

The objective is to enable students to have a better understanding of the dynamics and complexities of media industries in East Asia – and the interplay between the media on the one hand, and socio-political and economic institutions on the other. Students will be encouraged to analyze media-related issues in their regional as well as international contexts.

### **2) Course Description**

This course examines mass media institutions and journalistic practices in East Asia namely Japan, South Korea, Taiwan, Hong Kong and mainland China. Special attention is paid to contemporary issues such as the social and cultural roles of the mass media; press freedom and journalistic practices; the rise of East Asian media industries; political and economic control from the state and private sectors; and the implications of the emergence of new communication technologies.

### **3) Class Materials/Textbooks**

James Curran and Myung-Jin Park, eds *De-Westernizing Media Studies*. London: Routledge, 2000

Carol P. Lai. *Media in Hong Kong: Press Freedom and Political Change 1967-2003*. London: Routledge, 2009 (*paperback edition*)

### **4) Evaluation/Assessment**

Class discussion (20%)

Academic paper and presentation (40%)

Final exam (40%)

### **5) Class Schedule**

**Week 1/Sep 2(Wed):** Overview: Mass Media in East Asia

**Week 2/Sep 7(Mon), 9(Wed):**

Introduction to the topic. Survey of seminal Western and Asian literature and scholarly works on the dynamics and complexities of media industries in East Asia, namely Japan, South Korea, Taiwan, Hong Kong and mainland China.

- P. Eric Louw. "Political Media Practice: An Outline". *The Media and Political Process*. 59-92
- James Curran, *Media and Power* Chapter 5

**Week 3/Sep 14(Mon), 16(Wed) &**

**Week 4/ Sep 28(Mon), 30(Wed):**

Social and cultural roles of mass media (China)

- Eric Kit-Wai Ma. "Rethinking media studies: The case of China". *De-Westernizing Media Studies*. 21-34
- Yuezhi Zhao. "Introduction". *Media, Market, and Democracy in China: Between The Party Line And The Bottom Line*. 1-13
- More to come

**Week 5/ Oct 5(Mon), 7(Wed) &**

**Week 6/ Oct 14(Wed), 16(Fri):**

Press freedom and journalistic practices

(\*Week 5 and 6 covers Taiwan and Hong Kong, respectively)

- Chin-Chuan Lee. "State, capital, and media: The case of Taiwan". *De-Westernizing Media Studies*. 124-138
- Carol Lai. *Media in Hong Kong*. Chapter 1, 5 & 6

**Week 7/ Oct 19(Mon), 21(Wed):**

The rise of East Asian media industries (Japan).

- Mitsunobu Sugiyama. "Media and power in Japan". *De-Westernizing Media Studies*. 191-201
- Koichi Iwabuchi. "Contra-flows or the cultural logic of uneven globalization?: Japanese media in the global agora". *Media on the Move: Global flow and contra flow*. Ed. Daya Kishan Thussu. London: Routledge, 2007: 67-83

**Week 8/ Oct 26(Mon), 28(Wed):**

Political and economic control from the state and private sectors (South Korea).

- Youna Kim. “The rising East Asian ‘Wave’: Korean media go global”. *Media on the Move: Global flow and contra flow*. Ed. Daya Kishan Thussu. London: Routledge, 2007: 135-152
- Myung-Jin Park. “Modernization, globalization, and the powerful state: The Korean media”. *De-Westernizing Media Studies*. 111-123

**Week 9/ Nov 2(Mon), 4(Wed)**

Mass Media in East Asia project proposal.

**Week 10/ Nov 9(Mon), 11(Wed):**

Implications of the emergence of new communication technologies (East Asia).

- Des Freedman. “Internet transformations: ‘old’ media resilience in the ‘new media’ revolution”. *Media and Cultural Theory*. 75-290

**Week 11/ Nov 16(Mon), 18(Wed):**

Online journalism, the “we-media,” and “citizen journalism” (East Asia).

- Handout on Facebook, Twitter and Youtube

**Week 12/ Nov 25(Wed):**

Case study 1: The impact of the Chinese media on East Asian stability and prosperity (China).

**Week 13/ Nov 30(Mon), Dec 2(Wed):**

Case study 2: Media performance and journalistic practices in response to crises in East Asia (East Asia).

**Week 14/ Dec 7 (Mon), 9(Wed):**

Highlight of the course; group projects (or tutorial and presentation); conclusion and prospectus for the future.

**Week 15/ Dec 14(Mon), 16(Wed):**

Presentations and discussion of group projects.

**Week 16/ Dec 21(Mon)**

Examination.

**Further reading**



- Brian McNair. "Introduction". *Glasnost Perestroika and The Soviet Media*. 1-6
- Yuezhi Zhao. "Entertaining the Masses: Domestic Private Capital, Popular Media, and the Role of Cultural Entrepreneurs". *Communication In China: Political Economy, Power, and Conflict*. 195-244

### Reference

Paula Chakravartty and Yuezhi Zhao, eds *Global Communications: Towards a Transcultural Political Economy*. Plymouth: Rowman & Littlefield, 2008

Colin Sparks with Anna Reading. *Communism, Capitalism and the Mass Media*. London: SAGE Publication, 1998

P.Eric Louw. *The Media and Political Process*. London: SAGE Publication, 2005

Brian McNair. *The Sociology of Journalism*. London: Arnold Publishers, 1998.

Daya Kishan Thussu, ed. *Media on the Move: Global flow and contra flow*. London: Routledge, 2007.

Yuezhi Zhao. *Media, Market, and Democracy in China: Between The Party Line And The Bottom Line*. Urbana and Chicago: University of Illinois Press, 1998

James Curran and David Morley, eds *Media and Cultural Theory*. London: Routledge, 2006.

**CHN250 CHINESE III** (2 credit hours)

**CHN251 CHINESE III PRACTICE** (1 credit hour)

Instructor: Feng CHEN

Office hours; Tuesday, Thursday 13:00-15:00

Office: A4-10

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

Semesters: Spring, Fall

Meeting times: Tuesday, Thursday 13:00-15:00

**DESCRIPTION:** This course is for students who have completed CHINESE II or have a similar level of proficiency as students who completed CHINESE II, and who wish to improve their Chinese language communication skills. The aim of this course is to continue building student's integrated foundations in Chinese language, such as grammatical rules, vocabulary and expressions, and to help students to improve their communication skills. In this class students can also have more opportunities than in CHINESE I to practice speaking Chinese by talking about various topics. To keep monitor progress in Chinese language study, tests will be given about once a month.

**OBJECTIVES:** By the end of the course students are expected to:

1. Raise their language competency level to an intermediate level.
2. Master more rules of basic grammar and expressions.
3. Know about 1000 words, phrases, and sentences in Chinese.
4. Develop basic communication skills in Chinese.
5. Be able to converse on numerous topics with Chinese people.

**STUDY MATERIALS:**

To be announced.

**ASSESSMENT:**

Evaluation will be made on basis of final exam (40%), tests (30%), and homework (30%).

**ACADEMIC PREPARATION:** Before enrolling in this course, students should have successfully completed CHINESE II or have studied Chinese language for no less than 100 hours.

**COURSE FORMAT AND ACTIVITIES:**

There are two 100-minute classes a week. Generally, the first class of the week is arranged for lecture and the other for students for making short speeches in Chinese

and practicing dictation.

To further support students, private instruction will be available after class once a week. This instruction is specially aimed at correcting students' pronunciations, reviewing students' course work, and improving students' Chinese listening and speaking capability.

In addition, explanation to **CHINESE III PRACTICE** will be given at the beginning of class.

## KOREAN 3 (2 credits) & KOREAN 3 Practice (1 credit)

Instructor: Hi-Gyung BYUN 변희경

Office: A3-6

Office hours: Tue/Wed 1:30p.m.-3:00p.m.

Email: byun@aiu.ac.jp

Phone: 886-5973

Semester: Fall 2009

Classroom:

### DESCRIPTION

This is an intermediate conversation course. This course is designed for students who have successfully completed Korean 2 (Green book) or the equivalent level of proficiency. The aim of this course is to develop necessary communicative skills in everyday social situations and enable students to link activities for listening and speaking skills. Through this course students will be able to interact with a degree of fluency and express their thoughts and feelings. As this course focuses on conversation in Korean, students will be expected to actively participate in the class activities. All classes will be conducted in Korean.

A student who is taking Korean 3 will be strongly recommended to take Korean 3 practice at the same time. Korean 3 practice is a self-taught course using practice book that each unit has connection with main textbook. Students can do practice book exercises at home or in the LDIC of library.

### OBJECTIVES

By the end of the course students will be able to:

- 1 understand the main points of clear standard speech on familiar matters regularly encountered in everyday social situations.
- 2 understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively clear.
- 3 interact with fluency and spontaneity that makes regular interaction with native speakers.
- 4 enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life.
- 5 connect phrases in a simple way in order to describe experiences, events or hopes.
- 6 briefly give reasons and explanations for opinions and plans.

### ACADEMIC PREPARATION

Students should have finished Korean 2 (Green book) or have an ability equivalent to it.

## **STUDY MATERIALS**

### **Text book**

Seoul National University Language Research Institute, *KOREAN 3* 한국어 3 (pink book) Seoul: Moonjinmedia, 2005 (2<sup>nd</sup> edition), ISBN 978-89-539-0574-0

### **Practice book**

Seoul National University Language Research Institute, *KOREAN 3 Practice Book*, Seoul: Moonjinmedia, 2005 (1<sup>st</sup> edition), ISBN 978-89-539-0605-1.

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)

## **ASSESSMENT**

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

## **COURSE FORMAT AND ACTIVITIES**

### **Korean 3**

(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 5times 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 3 practice**

(1) Korean 3 practice is 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. Instructor will try to make class easy and enjoyable as possible. In turn, students are required to do their part-attending class, doing homework. Also, students’ participation is very important to make class fun. Be active!!!

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

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

### **• Assignment policy**

(1) There will be two kinds of homework assignments, exercise homework and recording homework for each 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 class 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 changed depending on students' understanding.

### **<Week 1>**

Review, Self-introduction

### **<Week 2>**

Lesson1 방학이 이렇게 빨리 끝날 줄 몰랐어요.

Lesson2 상을 두 개나 받았지요?

### **<Week 3> Quiz1**

Lesson3 일기 예보에서 뭐라고 했어?

Lesson4 우리 오후에 문병 갈까요?

### **<Week 4>**

Lesson5 방 값이 얼마라고 하셨지요?

Lesson6 하숙 생활에 적응할 수 있을지 걱정이예요.

### **<Week 5> Quiz2**

Lesson7 서울에서 집 사기는 하늘에 별 따기예요.

Lesson8 차 소리가 들려서 시끄러워요.

### **<Week 6>**

Lesson9 언제든지 예금하고 찾을 수 있지요?

Lesson10 아무리 찾아도 안 보이네요.

### **<Week 7> Quiz3**

Lesson11 같이 저녁이라도 하는 게 어때?

Lesson12 안내 방송이 나오는데요.

### **<Week 8>**

Lesson13 불고기를 만들려면 이런 재료가 필요해요.

Lesson14 불고기 맛은 양념에 달려 있어요.

### **<Week 9> Quiz4**

Lesson15 부동산에다 물어보세요.

Lesson16 지금 입고 있는 그 바지는 어때요?

### **<Week 10>**

Lesson17 조카는 뭘 먹이죠?

Lesson18 표를 사 놓지 않으면 고향에 갈 생각도 못 해요.

### **<Week 11> Quiz5**

Lesson19 집에서 송편이나 만들까 해요.

Lesson20 오래 기다리게 해서 미안해.

### **<Week 12>**

Lesson21 알아맞혀 보세요.

Lesson22 사진관에서 찍는 게 나올 것 같아요.

**<Week 13> Quiz6**

Lesson23 텔레비전이 왜 이렇게 안 나오지요?

Lesson24 어디가 고장이라고 그랬지요?

**<Week 14>**

Lesson25 청첩장을 받았어요.

Lesson26 결혼하려면 아직 멀었어요!

**<Week 15> Quiz7**

Lesson27 야단맞을까 봐 걱정이지?

**Final examination**



## **RUS300 Russian III**

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.

FRN 300          French III  
FRN 301          French III Practice

Fall Term: Wednesday 14:00 – 15:20, Thursday 17:00-18:00, Friday 9: 00 - 10: 00

Instructor: Shunsuke Nakata

E-mail: nakatashun@gmail.com

#### DESCRIPTION

This is an intermediate course for students who wish to improve their reading and writing as well as conversation skills in French. The course is intended for the students who finished French II or who have the same level of competency in French (that is, approximately “A2” level of Common European Framework of Reference - can understand sentences and frequently used expressions related to areas of most immediate relevance, such as very basic personal and family information, shopping, local geography, etc.).

#### OBJECTIVES

Students will learn how to deal with most situations which can arise while travelling or studying abroad, to talk about experiences, events, and hopes more in detail than they did in French II, and to give opinions and plans with reasons or explanations. They also learn to understand and produce simple text on topics which are familiar and often encountered in everyday life. The target is to reach “B1” level of Common European Framework of Reference (CEFR).

STUDY MATERIALS: will be distributed during classes.

#### EVALUATION

Class attendance/participation	: 30%
Quiz	: 30%
Final examination	: 40%

#### COURSE SCHEDULE

September – talk and ask about experiences or events (-December), review of grammar and vocabulary

October – understand various documents and write answers or comments (-December)

November – express ideas and exchange opinions orally and in writing (-December)

December – make simple presentations and write short essays

## **IST420/PLS420: U.S.-China Relations**

**Fall Terms: Friday (10:30~13:10)**

**Instructor: Tsukasa Shibuya**

**Telephone: 03(5996)1477**

**Cell Phone: 090-9975-3658**

**Email: tsukasa\_shibuya@kki.biglobe.ne.jp**

### **Course Goals**

Students will become acquainted with world politics through U.S.-China relations. They will also become interested in international relations.

### **Course Description**

This course examines U.S.-China relations. Historically, full attention will be paid to the U.S.-China Rapprochement. Students will be introduced to politics among East Asian countries, particularly the focus is on Taiwan considered as a de facto state. Diplomatic relations among the East Asian players including Japan, South and North Korea, as well as their interaction with the U.S. will be discussed. The course will also touch on, though not in detail, political issues in these countries.

### **Course requirements**

Course requirements include regular class attendance and participation in class discussions. Students will be responsible for the week's presentation in turn. A student presentation should take no more than 30 minutes. The rest of the class time will be for discussion involving the entire class. Students should be prepared to comment on the issues which are supposed to be discussed.

### **Prior Academic Preparation**

None

### **Course Materials**

Chapters and parts of the following textbooks will be prescribed for reading/reference.

- Jim Mann, *About Face: A History of America's Curious Relationship With China* (New York: Alfred A. Knopf, 1999)
- Robert Accinelli, *Normalization of U.S.-China Relations: An International*

*History (Harvard East Asian Monographs)*, (Cambridge, MA: Harvard University Press, 2005 )

### **Evaluation**

Each presentation will be assessed (30%); plus final examination (40%). Class participation will also be assessed (30%).

### **Course Schedule [week by week]**

1. An Introduction to the Course
2. The 'Chinese World Order'
3. The Western Impact and China
4. World War II
5. The Chinese Civil War
6. The Korean War
7. The U.S.-China Rapprochement
8. The Establishment of the U.S.-China Diplomatic Relations
9. Taiwan Relations Act
10. Tiananmen Square Incident
11. After September 11th
12. Recent U.S.-China Relations
13. Discussion
14. Final Examination

## **PLS425(380): Japan-China Relations**

**Fall Term, 2009 (Monday & Wednesday, 10:30~11:45)**

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

**Office Hours: Tuesday & Thursday, 10:00 AM-Noon, or by appointment**

**Office: C3-7**

**#Office Phone: 5975**

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

### **Course Description**

This course is about the relationship between Japan and China. It will cover all major aspects, including political, military, economic, cultural, and also ecological intercourses between the two major East Asian powers. It will first examine the history of Sino-Japanese relations from antiquity to the recent past, with special emphases on major historical issues. It will then pay attention to current issues between the two countries.

**\*IMPORTANT NOTICE: The instructor suggests that students who have never studied either Chinese or Japanese history should talk to him on September 2, 3, and 4.**

### **Course Objectives**

1. To understand better the history of Sino-Japanese relations.
2. To understand better the current state and issues of Sino-Japanese relations.
3. To understand and think and argue analytically and critically about major controversial historical and contemporary issues in spoken and written forms.

### **Classroom Activities**

1. Students are expected to attend every meeting on time.
2. Students are strongly discouraged to leave a classroom between 12:30 and 13:45.
3. Students are expected to finish reading the assigned readings for sure before coming to class.
4. Students must purchase and bring assigned textbook and readings below to every meeting.
5. Students are expected to raise questions and participate in class discussion actively.
6. Students must fulfill all the requirements listed below in Evaluation to complete and pass this course. No passing without completion!

### **Prerequisites**

None

### **Evaluation**

1. Final Examination (30%): Open-note cumulative essay examination.
2. Term Paper (20%): Students will be required to write a 1800-2000 word paper. Instructions will be given separately.

3. In-Class Presentation (20%: Oral 10% + Visual 5%+Handout 5%): Instructions will be given separately.
4. Presentation Meeting (10%): Instructions will be given separately.
5. Attendance (10%): Attendance will be taken at the beginning of every meeting. Late Arrival would not be counted as attendance. Do not be absent more than five times; otherwise, you would automatically lose 10%.
6. Class Participation (10%): Students are expected to be active in raising questions and speak up in class ( NOT after class). Silence would never contribute to your participation grade. Since the instructor will not call on you, you would have to

### **Course Materials**

To be announced.

### **Course Schedule (Subject to Change)**

Week 1(Sep. 2)

I. Course Introduction

Week 2(Sep. 7 & 9)

**No Class (The Instructor will be out of Japan)**

Week 3 (Sep. 14 & 16)

II. Premodern Sino-Japanese Relations 1:

III. Premodern Sino-Japanese Relations 2: Chinese World Order & Sino-Japanese Relations

Week 4 (Sep. 21 & 23)

**No Class (Holidays)**

Week 5 (Sep. 28 & Sep. 30)

**In-Class Discussion: Premodern Sino-Japanese Relations (Sep. 28)**

IV. Modern Sino-Japanese Relations 1: Inceptive Diplomatic Issues

Week 6 (Oct. 5& 7)

V. Modern Sino-Japanese Relations 2: Sino-Japanese War (1894-1895)

VI. Modern Sino-Japanese Relations 3: Sino-Japanese Relations in the Last Qing Years

Week 7 (Oct. 14 & 16)

VII. Modern Sino-Japanese Relations 4: The Rise of Chinese Nationalism & Japan

VIII. Modern Sino-Japanese Relations 5: The Manchurian Incident (1931-1932)

Week 8 (Oct. 19 & 21)

IX. Modern Sino-Japanese Relations 6: Manchukuo (1932-1945)

X. Modern Sino-Japanese Relations 7: The Sino-Japanese Conflict (1937-1945)

Week 9 (Oct. 26 & 28)

Movies on the Nanjing Incident (Oct. 19 & Oct. 21)

\*Paper Due: (Oct. 28)

Week 10 (Nov. 2 & 4)

XI. Modern Sino-Japanese Relations 8: The Nanjing Incident (Nov. 2)

Paper presentation & In-Class Discussion: The Sino-Japanese Confrontation in the Modern Period (Nov. 4)

Week 11 (Nov. 9 & 11)

XII. Contemporary Sino-Japanese Relations 1: Sino-Japanese Normalization

XIII. Contemporary Sino-Japanese Relations 2: Sino-Japanese Relations (1978-1989)

\*Paper Due: The Textbook Controversy (Nov. 11)

Week 12 (Nov. 16 & 18)

XIV. Contemporary Sino-Japanese Relations 3: Sino-Japanese Relations since the 1990s

Paper Presentation & In-Class Discussion: The Textbook Controversy (Nov. 18)

\*Paper Due: The Yasukuni Controversy (Nov. 18)

Week 13 (Nov. 25)

Paper Presentation & In-Class Discussion: The Yasukuni Controversy (Nov. 25)

\*Paper Due: Territorial Disputes (Nov. 25)

\*Paper Due: Japanese ODA to China (Nov. 25)

Week 14 (Nov. 30 & Dec. 2)

Paper Presentation & In-Class Discussion : Territorial Disputes (Nov. 30)

Paper Presentation & In-Class Discussion : Japanese ODA to China (Dec. 2)

Week 15 (Dec. 7 & 9)

Paper Presentation & In-Class Discussion: Anti-Chinese & Japanese Sentiments

(Dec. 7)

XV. The Rise of China & Sino-Japanese Relations

**Final Examination (Dec. 16, 10:30-11:45)**



## **PLS 430 – Northeast Asia International Relations**

**Fall Term: Tuesday and Thursday 10:30 – 11:45 AM**

**Instructor: C. Kenneth Quinones, Ph.D., Office: C--09**

**Office Telephone: 5941      Email: [ckquinones@ainu.ac.jp](mailto:ckquinones@ainu.ac.jp)**

**Office Hours: Mon. 14:00-15:15 PM, Tues. 13:00 – 14:00 PM,  
Thurs. 14:00–15:15 PM**

### **Course Goals**

The course's primary goals are:

1. Provide students the opportunity to apply their English language ability to reading and expressing in written essays and verbal presentations their views about issues crucial to world peace,
2. Improve their analytical and organizational skills by preparing oral presentations and answering essay questions in a written examination in which they select an option for dealing with an international problem and explain their choice.
3. Learn to engage in polite but assertive discussion and debate about controversial issues.
4. Develop a firm knowledge of the dynamics of international relations in Northeast Asia.

### **Course Description**

The Korean Peninsula is the only place in the world where the interests of the world's superpowers (China, Japan, Russia and the United States) meet in one place. Further complicating this situation is Korea's division into two rival political camps: the Republic of Korea (ROK) in the south and the Democratic People's Republic of Korea (DPRK) in the north. Despite the Cold War's end elsewhere in the world, peace and stability in Northeast Asia remains fragile because of the two Koreas' uncomfortable co-existence, North Korea's intense distrust of the United States and Japan, the continuing competition between the superpowers. This course will examine in depth key issues centered on the Korean Peninsula and concerning Japan, China, Russia and the United States. We will define the problems and endeavor to propose solutions.

### **Classroom Activities**

Basic information will be provided during lectures, but the emphasis will be on student presentations, discussions and debates about selected topics.

### **Prior Academic Preparation**

None

### **Evaluation**

Two Quizzes and One Essay Examination: 90% (30% each): Quizzes: Students will be required to write concise, well organized answers to identify selected key terms. The final examination will require that students answer one of two questions in concise and well organized English language essays and identify selected terms. article, summarize the article's main theme and most important information, and conclude with the student's assessment of the article's merits and value to the course. Class Participation 10%: Students will be expected to contribute regularly to class discussions and debates. The professor reserves the right to determine whether a

student's performance during the course merits additional credit at the end of the semester.

### **Course Materials**

All students will be required to read portions of materials placed on reserve in the library. It is recommended that students read pertinent sections of: C Kenneth Quinones, *A Complete Idiot's Guide to Understanding North Korea* (Penguin Alpha Books).

### **Class Schedule and Reading Assignments**

#### ***SEPTEMBER***

##### **Week 1.**

###### **A. Course Introduction**

###### **B. Northeast Asia's New Consensus**

##### **Week 2.**

###### **A. Northeast Asia during the Cold War – The US and Containment**

###### **B. Northeast Asia during the Cold War – Superpower Priorities**

*Required:* C. Kenneth Quinones, *Understanding North Korea*. Pp. 1 – 16. (16 pages). Quinones, "Toward A Durable Peace in Northeast Asia," *International Journal of Unification Studies*, Vol. 12, No. 2, 2003, pp. 69-86. (17 pages). Denny Roy, "China and the Korean Peninsula: Beijing's Pyongyang Problem and Seoul's Hope," *Asia-Pacific Center for Security Studies*, Vol. 3, No. 1, January 2004. (4 pages).

##### **Week 2.**

###### **A. Cold War Military Rivalries in Northeast Asia**

1. The Korean War Armistice
2. US-Japan Alliance
3. US-Republic of Korea Alliance
4. North Korea's Alliances with Moscow and Beijing

###### **B. Cold War Diplomatic and Economic Rivalries in Northeast Asia**

*Required:* Quinones, South Korea's Approaches to North Korea: A Glacial Process," in Park Kyung-ae and Dal-choon Kim, *Korean Security Dynamics in Transition*. New York: Palgrave, 2001. pp. 19-48. (37 pages). Quinones, "*Juche* and North Korea's Foreign Policy." Quinones, "The United States in North Korean Foreign Policy," in: Byung Chul Koh, editor, *North Korea and the World*. Seoul: Kyungnam University Press, 2005.

##### **Week 3.**

###### **A. From Containment to Engagement**

C. Kenneth Quinones, "North Korea: from Containment to Engagement," in: Dae-sook Suh and Chae-jin Lee, *North Korea After Kim Il Sung*. London: Lynne Rienner Publishers, 1998. pp. 101-119. (18 pages).

###### **B. Special Lecture: Dr. Alexander Vorontsov, "Russia and East Asia."**

#### **Week 4.**

##### **A. The Cold War's End and Northeast Asia I**

1. End of the Soviet Empire and the Rise of Russia
2. US/Japan Engagement of China
3. North-South Korea Dialogue

##### **B. The Cold War's End and Northeast Asia II**

Quinones, "Japan's Engagement of the Democratic People's Republic of Korea, 1990-2000."

#### **Week 5.**

##### **A. Review**

##### **B. Quiz I**

### ***OCTOBER***

#### **Week 6.**

##### **A. The First Korean Nuclear Crisis 1992-94**

Robert Carlin, *Negotiating with North Korea*. Stanford Univ. Press: 2008.

##### **B. Implementing the Agreed Framework 1994-2000**

James Schoff, *Tools of Trilateralism*. Herndon, VA: Potomac Books, 2005. pp. 1-35.

#### **Week 7.**

##### **A. South Korea's "Sunshine Diplomacy"**

Park Jong-chul, "The Policy of Peace and Prosperity: Its Characteristics and Challenges," *The Korea Society Quarterly*, Vol. 4, No. 1, 2005. pp. 26-31, p. 66 (6 pages). *Required*: Quinones, *Understanding North Korea*. Pp. 245- 258, 289 - 304. (30 pages).

##### **B. The Bush Administration and Northeast Asia**

Quinones, "Dualism in the Bush Administration's North Korea Policy," in: *Asian Perspective*, Vol. 27, No. 1, 2003, pp. 197-224. (27 pages).  
Quinones, *Understanding North Korea*. Pp. 331-342. (11 pages).

#### **Week 8.**

##### **A. The Second Nuclear Crisis – 2002-03**

Quinones, "The Second Korean Nuclear Crisis: Beyond Déjà Vu," *Gaiko Forum*. Fall 2003, pp. 32-39.

Quinones, "Reconciling Nuclear Standoff and Economic Short Falls," in: Young Whan Kihl and Hong Nack Kim, editors, *North Korea: The Politics of Regime Survival*. Pp.75-96.

#### **Week 9.**

##### **A. Japan's Response to North Korea's Threat**

David Fouse, "Japan's Post-Cold War North Korea Policy: Hedging toward Autonomy? Honolulu: Asia-Pacific Center for Security Studies, 2004.

Mark E. Manyin, *Japan-North Korea Relations: Selected Issues*.

Washington, D.C.: Congressional Research Service, 2003.

**B. China's New Approach to Northeast Asia**

Denny Roy, "China and the Korean Peninsula," Honolulu: Asia-Pacific Center for Security Studies, 2004.

International Crisis Group, *China and North Korea: Comrades Forever?* Brussels: 2006.

**Week 10.**

**A. Russia's New Approach to Northeast Asia**

International Crisis Group, *North Korea-Russia Relations: A Strained Friendship.* Brussels, 2007.

**B. The Six Party Talks**

Hui Zhang, "North Korean Denuclearization: A Chinese View of the Way Forward." *The Acronym Institute for Disarmament Diplomacy*, No. 82, Spring 2006. pp. 1-11

**Week 11.**

**A. Review**

**B. Quiz II**

**NOVEMBER**

**Week 12.**

**A. Six Party Talks – Progress**

1. Agreement of September 2005
2. Agreements of 2007

**B. North Korea's Ballistic Missile "Threat"**

**Week 13.**

**A. The Abducted Japanese Issue (Video)**

Headquarters for the Abduction Issue, Government of Japan, *For the Return of All the Abductees.* Tokyo: 2006.

**B. History as an International Problem in Northeast Asia**

**DECEMBER**

**Week 14.**

**A. Dealing with North Korea: Containment or Engagement?**

Dianne E. Rennack, *North Korea: Economic Sanctions.* Washington, D.C.: Congressional Research Service, 2005.

Larry Nicksch, *North Korea: Terrorism List Removal?* Washington, D.C.: Congressional Research Service, 2007.

**B. Northeast Asia's New Balance of Power**

**Week 15.**

**A. Review**

**B. Final Examination**