

ECN100 INTRODUCTION: WORLD OF BUSINESS & ECONOMICS (3 credits)

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DESCRIPTION: This is AIU's most basic course in business and economics. It is intended for both students planning to major in Global Business or Global Studies. The course begins with an introduction to economics. During this phase of our study we will all move to the imaginary Treasure Island and build an economic system. The system will determine what products will be produced, how they will be produced, how many will be produced, and how the products and wealth generated will be distributed to our island inhabitants. During the next phase of our study we will focus on business questions: What is a company? What is their purpose? How are they financed? How are they structured? During the course students will develop habits that will serve them throughout their lifetime, including the capacity to see the world we live in through critical, independent, and global eyes. Students will be expected to follow on a daily basis, through newspapers, journals, and electronic media, certain economic data and major economic and business events, and will be regularly called upon in the classroom to summarize these events and data and to discuss trends.

COURSE OBJECTIVES: Students will attain basic of a wide range of basic concepts from the world of business and economics. Students will develop basic study habits, including regular reading of newspapers, journals, and electronic media related to business and economics. Students will be able to discuss major trends and events from the world of business and economics, particularly in the context of Japan and Japanese companies.

STUDY MATERIALS:

<No Textbook>

<General Reading>

Students will follow regularly articles that appear in the Japanese *Nikkei Shimbun* newspaper, English *Nikkei Weekly* newspaper, and various journals such as the *Harvard Business Review*, *BusinessWeek*, and *Fortune*. Wharton business school, INSEAD business school, and McKinsey & Company contributions to the 'Business Knowledge' section at

<Website Reading>

Students are required to read daily the online version of the *Nikkei Shimbun*, which may be accessed at www.nni.nikkei.ac.jp from campus computers. Students will also be expected to regularly access the 'CEO Express' website at <http://www.ceoexpress.com/default.asp>.

ASSESSMENT:

10% class participation

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

40% surprise quizzes (at least 4)

35% final exam

ACADEMIC PREPARATION: Lots of energy and enthusiasm.

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

COURSE FORMAT AND ACTIVITIES: This is a lecture-style course. However, the instructor will frequently and randomly call on students to create an interactive atmosphere. Class sessions will always begin with discussions of current business and economic events, and review of latest economic data, related to this course. Once every two weeks, student teams will present NBAs on subjects related to our study matter.

NBAs: This part of the course is designed to help students understand the application of received theories and concepts. Students will choose from a short list 'key concepts' provided by the instructor, then search recent news media to find a 'real world' application of the selected concept or theory. The application should involve Japanese companies or international companies operating in Japan. NBAs will be done by teams. Team size will depend on class size. Students will do one NBA every two weeks. NBAs must be written up in the form of an executive summary. NBAs will be presented orally in class (about 2-4 minutes – however, in the case of an especially interesting NBA, we could spend much longer). At the end of class the written executive summary will be submitted to the instructor. More detail about how to do NBAs will be provided in class.

SCHEDULE:

Week 1

Introduction & Overview

Week 2

Moving to Treasure Island and Building an Economic System

NBA#1

Week 3

What, How, How Much, For Whom?

Week 4

Great Economic Thinkers

NBA#2

Week 5

What is a company?

Week 6

What is the purpose of a company and how do we measure its performance?

NBA#3

Week 7

How are companies financed?

Week 8

How are companies structured?

NBA#4

Week 9

Demand and Supply

Week 10

GDP, GNP, International Trade, and Foreign Investment

NBA#5

Week 11

A virtual tour of world economies

Week 12

A virtual tour of major global companies

NBA#6

Week 13

Visit to a manufacturing company

Week 14

Visit to a service company

Week 15

Review of most important things you learned this semester

Final Examination

ECN210 / ECN210 PRINCIPLES OF MICROECONOMICS

Instructor: Takashi YAMAMOTO, PhD

Email: yamamoto@aiu.ac.jp

Office hours: TBA

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

Semester: Spring

Class hours: TBA

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

STUDY MATERIALS:

<Textbooks>

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

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

<Study Guides>

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

<Reference books, sources of readings and other information>

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

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

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

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

SCHEDULE:

<Week 1>

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

Textbook: Chapter 1 – Ten Principles of Economics

<Week 2>

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

Textbook: Chapter 2 – Thinking Like an Economist

<Week 3>

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

Textbook: Chapter 3 – Independence and the Gains from Trade

<Week 4>

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

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

<Week 5>

Review and the 1st Examination

<Week 6>

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

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

Textbook: Chapter 5 – Elasticity and Its Application

<Week 7>

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

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

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

<Week 8>

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

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

<Week 9>

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

Textbook: Chapter 8 – The Costs of Taxation

<Week 10>

Review and the 2nd Examination

<Week 11>

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

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

Textbook: Chapter 10 – Externalities

<Week 12>

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

Textbook: Chapter 11 – Public Goods and Common Resources

<Week 13>

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

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

Textbook: Chapter 13 – The Costs of Production

<Week 14>

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

Textbook: Chapter 14 – Firms in Competitive Markets

<Week 15>

Review and the Final Examination

EDU150 Education Systems Spring 2010

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

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

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

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

PREREQUISITES: none

CLASS MATERIALS:

<Textbooks>

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

<Website Reading for News Brief Analysis>

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

EVALUATION / ASSESSMENT

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

2 Homework (20%)

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

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

COURSE SCHEDULE

<WEEK 1> Introduction (Educational Laws and Regulations)

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

<WEEK 2> Aims and Principles of Education

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

<WEEK 3> Lifelong Learning; Social Education

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

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

Students will gain an understanding of 'rights to learn' and 'equal opportunity in education' through examining a host of resources which define these concepts and reports of current issues in this field. One topic is "school size" including small schools at rural areas and big schools in cities.

<WEEK 5> Special Support Education

Students will gain an understanding of Special Support Education, including special support schools and special support classes. Students will examine this issue through examining a host of resources which define these concepts and reports of current issues in this field.

<WEEK 6> Presentation (mid-term exam)

<WEEK 7> Compulsory Education

Students will gain an understanding of compulsory education and school education, in terms of both the historical background and current issues. We will

examine role of parents, teachers and educational administration to secure children's rights to learn.

<WEEK8> High schools

Students will gain an understanding about high schools, in terms of both the historical background and current issues. We will examine the problems high schools are currently facing, including high rate of drop-outs.

<WEEK9> Education in the Family; Early Childhood Education

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

<WEEK 10> Other Issues of Education (political education and religious education) ; revision

Students will explore other issues including political education and religious education especially at schools. In the latter half of this session, students will have a revision of this course.

ENV190/100: Introduction to Environmental Science
From Ecological and Sociological Perspectives
Wed. & Fri. 10:30--11:45

Instructor: Dr. Yoshitaka Kumagai (Office: A3-1)
Office Hours: Wed & Thrs. 3:30 pm –5:00 pm or by appointment
Contact Information: ykumagai@aiu.ac.jp
Style of Class: Lecture
Credits: 3

Course Description:

This course is designed to introduce students to the basics of environmental science with emphasis on ecological and sociological perspectives. Environmental science is a multidisciplinary subject consisting of various fields, such as physics, chemistry, biology, geology, meteorology, sociology, political science, etc. For instance, understanding the global warming issue requires not only understanding the physical and chemical mechanisms of global warming but also understanding the interconnectedness of global warming with such as the conflicts between industrialized and developing countries, globalization, the value judgments which various cultures adopt, technological innovations, and the various life styles of people in various societies. It is important to understand that an understanding of the basics of the natural sciences is necessary to understand the relationships between causes and effects involved in various environmental issues, whereas an understanding of the social sciences is integral to understanding why these issues occur, and how they should be addressed, improved or resolved.

Objectives:

After completing this class, students are expected to understand 1) basic components and mechanism of ecosystems; 2) the basic scientific principles underlying environmental issues; (3) how various human activities impact the earth and why environmental issues have recently become so important; (4) the technologies associated with the major environmental issues and the technologies that may help resolve these problems; (5) the sociological factors influencing the environmental issues, and 6) understanding how sustainable environmental management practices should be developed.

Class Materials:

- “Living in the Environment: Principles, Connection, and Solutions” 16th edition. Tyler Miller Jr. and Scott E.Spoolman. Brooks/Cole, Cengage Learning

Grading Components:

Class Participation (10%) ^{Note1}
1 Presentation with a handout (10%) ^{Note2}
A report on field trip (10%)
4 Quizzes (20%)
Midterm Exam: (25 %)
Final Exam: (25%)

Grading Criteria

A: 90-100%
B: 80-89%
C: 70-79%

D: 60-69%

F: Less than 60%

Note 1: Students may be allowed to miss up to two class sessions. After that students lose 1% out of 10% per absence.

Note 2: Presentation topic will be assigned one week prior to a presentation date. Students are expected to use a Power Point for his/her presentation. The grade of presentation will be judged based upon the evaluations scored by Dr. Kumagai.

Class Schedule:

Each class will be carried out based on the reading assignment. Lectures will be given using various visual aids, such as Power Point presentations and videos. Informal discussion will be held during each class, in which the students and a professor will discuss the content of the lecture and various questions prepared by the professor.

Week 1: Introduction

Syllabus Review

Overview of the class

Week 2: Introduction

What is an environmentally sustainable society?

How can environmentally sustainable society grow economically?

How are our ecological footprints affecting the earth?

What is pollution, and what can we do about it?

Why do we have environmental problems?

What are four scientific principles of sustainability?

Reading Assignment: Chap. 1

Week 3: Ecosystems: What They Are and How Do They Work

What is ecology?

What keeps us and other organisms alive?

What are the major components of an ecosystem?

What happens to energy in an ecosystem?

What happens to matter in an ecosystem?

How do scientists study ecosystem?

Quiz 1

Reading Assignment:

Chap. 3

Week 4: Golden Week! No Class

Week 5: Biodiversity and Evolution

What is biodiversity and why is it important?

Where do species come from?

How do geological processes and climate change affect evolution?

Week 6: Biodiversity and Evolution

How do speciation, extinction, and human activities affect biodiversity?

What is species diversity and why is it important?

What roles do species play in ecosystems?

Reading Assignment:

Chap.4

Week 7: Biodiversity, Species Interactions, and Population Control

How do species interact?

How can natural selection reduce competition between species?

What limits the growth of populations?

How do communities and ecosystems respond to changing environmental conditions?

Quiz 2

Reading Assignment: Chap. 5

Week 8: The Human Population and Its Impact

How many people can the earth support?

What factors influence the size of the human populations?

How does population age structure affect its growth or decline?

How can we slow human population growth?

Reading Assignment: Chap. 6

Week 9: Midterm Exam and Special Lecture

Week 10: Food, Soil, and Pest Management

What is food security and why is it difficult to attain?

How is food produced?

What environmental problems arise from food production?

How can we protect crops from pest more sustainably?

How can we improve food security?

How can we produce food more sustainably?

Quiz 3

Reading Assignment: Chap.12

Week 11: Water Resources

Will we have enough usable water?

Is extracting groundwater the answer?

Is building more dams the answer?

Is transferring water from one place to another the answer?

Is converting salty seawater to freshwater the answer?

How can we use water more sustainably?

How can we reduce the threat of flooding?

Reading Assignment: Chap.13

Week 12: Nonrenewable Energy

What major sources of energy do we use?

What are the advantages and disadvantages of oil?

What are the advantages and disadvantages of natural gas?

What are the advantages and disadvantages of coal?

What are the advantages and disadvantages of nuclear energy?

Quiz 4

Reading Assignment: Chap.15

Week 13: Energy Efficiency and Renewable Energy

- Why is energy efficiency an important energy resource?
- How can we cut energy waste?
- What are the advantages and disadvantages of solar energy?
- What are the advantages and disadvantages of producing electricity from the water cycle?
- What are the advantages and disadvantages of producing electricity from wind?
- What are the advantages and disadvantages of biomass as an energy sources?
- What are the advantages and disadvantages of geothermal energy?
- What are the advantages and disadvantages of hydrogen as an energy sources?
- How can we make a transition to a more sustainable energy future?

Reading Assignment: Chap.16

Week 14: Solid and Hazardous Waste

- What are solid waste and hazardous waste, and why are they problems?
- How should we deal with solid waste?
- Why is reusing and recycling materials so important?
- What are the advantages and disadvantages of burning or burying solid waste?
- How can we make the transition to more a sustainable low-waste society?

Reading Assignment: Chap.21

Week 15: Review/Integration

GEO150 GEOGRAPHY (Physical and Human) (3 credit hours)

Instructor: Norie OSHIMA, PhD

Office hours: TBA

Office: TBA

Website: -

email: n-oshima@aiu.ac.jp

Semesters: Spring

Meeting times:

DESCRIPTION: Geography is the study of the earth's surface as the space within which the human population lives. The word 'geo' comes from Greek '*geo*', the earth, and '*graphein*', to write. By 'earth surface' is meant that rather thin shell, only one thousandth of the planet's circumference thick, that forms the habitat or environment within which the human population is able to survive. In this course students will study a number of concepts, theories, and topics that broadly constitute the discipline of geography. This course will provide knowledge of both physical and human geography. The class will go off interactively and sometimes will have discussions, small works, presentations, and so on.

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

- * Knowledge and understanding of geographic concepts, theory, and geographical perspectives in order to understand the world around you and interpret the diverse and complex human factors that shape our society;
- * Knowledge and understanding of the relationship between nature and human being;
- * The ability to collect relevant information on a topic, to process and critically assess information in order to make a research paper, and to introduce the research to other students both orally and in writing;
- * The ability to develop logical way of thinking.

STUDY MATERIALS:

<Textbooks>

- * none

<Reference books, sources of readings and other information>

- * Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons.

ASSESSMENT:

30%: Quizzes based on a previous 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.
- At entire module of the class students are required being active. Participation in discussion, commenting and questioning for other's presentation will be assessed.

10%: A report on an excursion

10%: A research paper

- 5% is for a research paper

Students can choose research theme freely, but the research should be a geographical study. Students can visit the instructor's office by appointment, when one need advice for a research paper.

- 5% is for a presentation in a class

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

25%: Midterm exam

- A midterm in-class examination (1.25 hours) will be given in the middle of the course.

25%: Final exam

- A final exam of 1.25 hours will be given during the regular examination period.

ACADEMIC PREPARATION: The instructor strongly recommends students to discard an image of geography at junior and high school.

POLICIES: One absence automatically loses 1 point. Tardy more than 5 minutes lose - 0.5 point. If you can't attend with unavoidable reason such as funeral, you should inform secretary.

COURSE FORMAT AND ACTIVITIES: Lecture, presentation, and Discussion

SCHEDULE:

<Week 1>

Theme: Introduction of the Course and Systematic Geography

Readings: None

<Week 2>

Theme: Making, Manipulating and Interpreting Maps

Readings: Kuby, M., Harner, J. and Gober, P. (2004): *Human Geography in Action*. New York: John Wiley and Sons, p.1-9.

<Week 3>

Theme: Human Impacts on the Earth

Readings: None

<Week 4>

Theme: How to read Landscape

Readings:

<Week 5>

Theme: Concept of a City

Readings: Kuby, M., Harner, J. and Gober, P. (2004): *Human Geography in Action*. New York: John Wiley and Sons, p.109-116.

<Week 6>

Theme: Urban structure

Readings: Kuby, M., Harner, J. and Gober, P. (2004): *Human Geography in Action*. New York: John Wiley and Sons, p.275-285.

Kuby, M., Harner, J. and Gober, P. (2004): *Human Geography in Action*. New York: John Wiley and Sons, p.299-308.

<Week 7>

Theme: Migration and Distribution

Readings: Kuby, M., Harner, J. and Gober, P. (2004): *Human Geography in Action*. New York: John Wiley and Sons, p.61-66.

Kuby, M., Harner, J. and Gober, P. (2004): *Human Geography in Action*. New York: John Wiley and Sons, p.85-92.

<Week 8>

Theme: Primary, Secondary, and Tertiary Activities

Readings: Kuby, M., Harner, J. and Gober, P. (2004): *Human Geography in Action*. New York: John Wiley and Sons, p.133-143.

Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.213-220.

<Week 9>

Theme: Hierarchy and Development

Readings: Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.247-251.

Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.175-191.

<Week 10>

Theme: Nations, States, and Nation-States

And Readings: Kuby, M., Harner, J. and Gober, P. (2004): Human Geography in Action. New York: John Wiley and Sons, p.351-418.

<Week 11>

Theme: A Geographical Research: Immigrant Issues in Europe

Readings: None

<Week 12>

Theme: A presentations on arbitrary-chosen subject: 1-2

Readings: None

<Week 13>

Theme: A presentations on arbitrary-chosen subject: 3-4

Readings: None

<Week 14>

Theme: A presentations on arbitrary-chosen subject: 5-6

Readings: None

<Week 15>

Theme: Final Exam

Readings: None

HIS 150/110: World History

Instructor: Professor Alexander Dolin

Office A-3-5

Office Hours

Email: alexanderdolin@aiu.ac.jp

Semester spring 2010

Day and Time

Course Description

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

Course Objectives

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

Course Activities

1. This is a lecture-based course with special presentation sessions..
2. Students are expected not to miss classes.
3. Students are expected to finish reading the assigned pages of the textbook before coming to class.
4. Students are required to prepare comprehensive papers for the presentations.
4. Special video materials will be used to illustrate some topics, which will help students to understand the subject better.

Prerequisites

None

Evaluation

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

Course Materials

William J. Duiker, Jackson J. Spielvogel. *The Essential World History*, Volume II, 4th edition, Special selection of video materials.

Course Schedule

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

Week 1

1. FROM THE MIDDLE AGES TO THE RENAISSANCE

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

VIDEO SESSION

Week 2

2. THE REFORMATION SPIRIT

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

3. ABSOLUTISM AND CONSTITUTIONAL MONARCHY IN EUROPE

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

Week 3

4. THE AGE OF EXPLORATION

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

5. THE MUSLIM EMPIRES AND THE ACHIEVMENTS OF ISLAMIC CULTURE

The Fall of Byzantium and the Emergence of the Ottoman Empire – Turkish Conquests in Asia and Europe – Religion, Society and Art – The Safavids in

Iran –The Mughals in India and the Concept of Religious Syncretism .

VIDEO SESSION

Week 4

6. THE RUSSIAN EMPIRE AND EASTERN EUROPE

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

Week 5

7. EAST ASIA BEFORE THE 19TH C.

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

8. THE AGE OF ENLIGHTENMENT IN EUROPE

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

Week 6

9. THE FRENCH REVOLUTION AND THE NAPOLEON EMPIRE

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

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

10. THE RISE OF INDEPENDENT STATES IN THE AMERICAS

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

Week 7

11. INDUSTRIALIZATION AND NATIONALISM IN THE 19TH C.

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

Week 8

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

Classical Philosophy – Literature (France, Great Britain, Russia, Northern Europe)

–

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

VIDEO SESSION

13. THE RISE OF WESTERN IMPERIALISM

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

Week 9

14. EAST ASIA IN TRANSITION

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

15. GREAT WAR (WW I)

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

Week 10

16. THE AFTERMATH OF THE WAR

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

17. THE AGE OF CRISIS

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

Week 11

18. WORLD WAR II

The Path to War in Asia – The Path to War in Europe – WW II in Europe – WW II in Asia and Pacific - Crimes against Humanity - The Results of the WW II

19. THE BEGINNING OF THE COLD WAR

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

Week 12

20. THE COLD WAR ERA (1)

Bipolar World under Superpowers – The Recovery and Revival of European Powers and Japan – Decolonization and the Third World – The War in Korea - The

USSR after Stalin and the Countries of the Socialist Block

21. THE COLD WAR ERA (2)

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

Week 13

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

The Total Crisis of the Socialist System – The Perestroika Movement – The Fall of the USSR and the Formation of the New Independent States – A New Balance of Powers –

Russia: from Gorbachov to Eltsin - Russia on the Way to Recovery – Situation in the other Countries of the Former Socialist Block.

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

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

Week 14

24. THE TERRORIST THREAT AND THE GROWTH OF MUSLIM FUNDAMENTALISM

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

VIDEO SESSION

25. THE FACETS OF GLOBALIZATION

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

Week 15

26. FINAL EXAMINATION

THE ORDER OF LECTURES MIGHT BE A SUBJECT TO CHANGE

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

Instructor's Name **Alexander Dolin**
Office A-3-5
Office Hours
E-mail address alexanderdolin@aiu.ac.jp

Semesters spring semester
Day and Time

Course description

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

Course objectives

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

Study Materials

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

A. Dolin AIMS - PowerPoint Lectures

A. Dolin "Comparative Culture in a Nutshell"

Special videotapes and DVD

Reference Books and materials.

Online resources (in the links).

Assessment

Percentage of each grading item

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

Expected academic background

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

Policies

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

Format and Activities

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

Class Schedule

The order of lectures and video materials may be a subject to change

1. Definitions and Concepts of Culture in Works by Western scholars. - Cultural Relativism – Human Evolution and Adaptation - Genetics, Races and Nations - Diffusion of Culture.
Excerpt from a film on Human Evolution
2. Major concepts of Culture – Urban and Non-urban Culture - Transmission and Evolution of Culture– Evaluative Grading of Cultures – Culture and Civilization.
Excerpt from a film on Australian Aborigines
3. Language and Society – Foreign Languages and Translation – Nationalist Trends in Politics and Languages – Languages of Culture – Creative Mind in the Arts.
4. Family, Kinship and Formation of Communities – Emergence of Social Structures and Regulations – Formations of Classes, Casts and other Social Groups – Emergence of Ideology and Law.
Excerpt from a film on a tribe in New Guinea
5. Presentations and Discussion.
6. Polytheistic religions – Veneration of Elements, Forces of Nature, Stars and Planets. – Animism and Totemism – Ancestor Worship - Polytheism and Monotheism - Occultism and Magic – Japanese Shinto as a Polytheistic Cult –

Excerpt from a film "Gods and Mankind"

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

Excerpt from a film on Rites of Passage (Sumatra)

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

Excerpt from a film "Greek Mythology"

9. Major Monotheistic Religions – The Legacy of Judaism – The Tora and Biblical Mythology – The Concept of the Chosen Nation – The Destiny Of the Hebrew Civilization.

The Legacy of Christianity – Historical Background - Major Dogmas – Christianity and the World.

Excerpt from a film "The Holy Land"

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

Excerpt from a film "The Legacy of Koran"

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

Excerpt from a film "Cultural Legacy of India"

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

Excerpt from a film "Yoga and Miracles"

13. Presentations and Discussion 13

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

Excerpt from a film on Buddhist Art

14. Mahayana Buddhism – The Bodhisattva Ideal – The Three Buddha Bodies - Basic Teachings and Sacred Texts – Hinayana Buddhism – The Arhat Ideal - Basic Teachings and Sacred Texts - Major Trends in Esoteric Buddhism – Buddhism in India, South-East Asia.,

China, Tibet and Japan – Buddhism and Indigenous Polytheist Religions -
Buddhism and Modern Society.

15. Presentations and Discussions

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

Excerpt from a film “Cultural Legacy of China”

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

Excerpt from a film on ancient Kung-fu Traditions

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

Excerpt from a film on Chinese Art

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

20. Discussion on Chinese Culture

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

Excerpt from a film on Zen Karesansui Gardens

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

23 . Final Exam.

LAW 160: The Constitution of Japan and Law

Spring Semester 2010: Monday and Wednesday, 15:30-16:45

Instructor: Tetsuya Toyoda Office : C16 E-mail: toyoda@gl.aiu.ac.jp

Office hours: Mondays 14:00-15:00 and Wednesdays, 10:00-12:00

Course Goals

This course has two primary goals:

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

Course Description

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

Class Activities

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

Prior Academic Preparation

None. Knowledge of Japanese is desirable but not indispensable.

Evaluation

1st In-class essay (May 7): 10%	2nd In-class essay (June 2): 10%
Textbook presentation: 10%	Case report: 10%
Participation in class discussions: 10%	Final Exam: 50%: Three-hour exam

Course Materials

Course materials will be provided.

Course Schedule (*Modifications may be necessary depending number of participants.*)

April 12. Course Introduction

I. THE MEIJI CONSTITUTION AS A PREHISTORY TO THE FULL CONSTITUTIONALISM

April 14. The Making of the Meiji Constitution

Required: Lawrence W. Beer and John M. Maki, *FROM IMPERIAL MYTH TO DEMOCRACY: JAPAN'S TWO CONSTITUTIONS, 1889-2002*, (2002), pp. 7-18.

April 19. The Theocracy under the Meiji Constitution

Required: Ibid, pp. 18-32.

April 21. The Failure of the Meiji Constitution

Required: Ibid, pp. 33-52.

April 26. The "Unconditional" Surrender

Required: Ibid, pp. 53-64.

April 28. The End of the Theocracy

Required: Ibid, pp. 64-73.

7. 1st In-class essay test (Friday, May 7)

II. STUDENT PRESENTATIONS ON THE 1947 CONSTITUTION

May 10. Review of the first in-class essay

May 12. Collaborative Creation of the 1947 Constitution

Required: Ibid., pp. 77-93.

May 17. Writing the SCAP Draft

Required: Shoichi Koseki, "A Week in a Secret Room: Writing the SCAP Draft" (Ch. 4 of his *The Birth of Japan's Postwar Constitution*, 1997), pp. 68-82.

May 19. The Features of the SCAP Draft

Required: Koseki, pp. 82-94.

May 24. Struggle for Japanization of the Draft Constitution

Required: Koseki, "The Struggle to Japanize the American Draft" (Ch. 6 of his *The Birth of Japan's Postwar Constitution*, 1997), pp.111-122

May 26. Accommodation to the Defeat

Required: Koseki, pp. 122-137.

May 31. Three major characteristics of the present constitution

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

2nd In-class essay test (Monday, June 2)

III. THE CONSTITUTIONAL ALLOCATION OF POWERS

June 7. The Parliamentary Cabinet System

Required: Hitoshi Abe, *The government and politics of Japan*, 1994, pp. 14-32.

June 9. On-going Systemic Reforms

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

June 14. The judicial review

Required: Tomatsu, "Judicial Review in Japan" (2001)

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

June 16. Human rights in its variety

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

June 21. Equality (I): The share in the inheritance of an illegitimate child (1995)

June 25. Equality (II): Equality of foreigners in local government (2005)

June 28. Equality (III): Nationality Act case(2008)

July 7. Equality (IV): Election Law case (1976)

July 12. Status of Foreigners: McLean Case (1978)

July 14. Social Rights: Horiki Case (1982)

July 21. Final class discussion and course evaluation

Required: Yoichi Higuchi, "The 1946 Constitution: Its Meaning in the Worldwide Development of Constitutionalism", id. (ed.), *Five Decades of Constitutionalism in Japanese Society*, 2001, pp. 1-8.

Final Exam (July 30, three hours)

SOC260 Principles of Social Policy (3 Credits)

Instructor: Dr Percival Santos

Date: Spring 2010

Introduction

Social Policy in a nutshell, is about delivering welfare and well being to people. It is about how to make people's lives safe, fulfilling, healthy and productive. What is integral to social policy is the different ways in which we conceptualize the term welfare. Welfare and well being can be grouped into different issues such as health, education, poverty, justice, crime, gender and racial equality, housing, transport, material needs, etc. Social policy typically starts with the general concepts related to a particular issue and then quickly proceeds to the practical aspects of policy as well as an analysis of successes and failures of past policies in different countries and settings. For example, a social policy lesson focusing on health will ask questions such as:

- What is health?
- What do we mean by good health?
- Can we measure health?
- What do we do to promote good health?
- What is the British National Health Service? How has it developed? What things is it good/ bad at delivering?
- How do other countries deal with health? Do they have a national or private system? What are their health outcomes?
- Can health be better achieved by the government or through private delivery through the free market, or voluntary organizations, or even family and other informal relationships?

Social Policy is an interdisciplinary and applied subject concerned with the analysis of societies' responses to social need. It seeks to foster in its students a capacity to understand theory and evidence drawn from a wide range of social science disciplines, including economics, sociology and political science.

Course objectives

Upon completion of this course students will be able to:

- (1) understand the range of objectives that may be contained within social policies: redistribution, the management of risk, reducing social exclusion
- (2) be able to distinguish between social policies in terms of intentions, methods, and outcomes
- (3) be able to distinguish the ways in which societies meet social need, particularly the role of the state, the market, the household

The course

This course is designed to reflect on the ways in which different societies have developed ways of meeting these needs, or have failed to do so. Some societies rely on informal or family institutions, some on private markets and individual actions, and finally some on governmental actions through what is often termed the welfare state. Students of Social Policy will be expected to understand these different approaches and explore their implications from the perspective of different disciplinary and ideological traditions.

The course also considers how social problems are defined and policies formulated with reference to the fields of poverty, health, education, housing and income maintenance; discusses key concepts (for example, citizenship) and the position of different social classes, generations, ethnicities, and men and women; explores the changing boundaries between the roles of the state, the market, the family and the voluntary sector in the mixed economy of welfare; and considers the economic, social and political factors that are important to an understanding of policy formation and policy change.

Assessment

Student achievement of the stated course objectives will be measured in the form of (1) class presentation (2) student participation (3) and a 2,000 word research project to be handed in by exam week.

Textbooks

2007. *Social Policy*. John Baldock, Nick Manning, Sarah Vickerstaff (eds.). Oxford: Oxford University Press.

Course topics

Theme 1

What is welfare?

Subtopics: social policy, well being, welfare, welfare state, desired outcomes

Theme 2

What are the different ideologies regarding welfare?

Subtopics: Marx, Mannheim, The Left, The middle, The Right

Theme 3

Who implements the desired outcomes of social policy?

Subtopics: the state, bureaucracy, voluntary organizations, community sectors, private sector, national lottery

Theme 4

What tools are available in order to achieve the desired outcomes?

Subtopics: tax policy, fiscal transfer, education and training

Theme 5

How do we measure the impact or success of various social policies?

Suptopics: social stability, deprivation, market mechanism, social wage, input measure, take up

Theme 6

Housing and housing policy

Theme 7

Health and health policy

Theme 8

Crime and justice policy

Theme 9

Education and education policy

Theme 10

The environment and green social policy

Theme 11

Gender and racial equality

SOC250: Ideas and Theories in the Social Sciences
Spring 2010
MW 14:00-15:15
Room TBA

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

Course description

Theories determine consciously or unconsciously our perception of reality. They explain human behavior (e.g. egoistic or idealistic, reasonable or irrational), institutions (e.g. why do family structures exist in every society), and human interactions. We can therefore increase our knowledge of the social world by applying different theories to a certain social problem, because we will be able to see the problem from different perspectives.

This course introduces students to the main analytical tools of sociology and the related social sciences. The major classical and contemporary sociological ideas and theories will be discussed. Students are provided with a necessary understanding of the advantages and disadvantages of the major theoretical perspectives of the discipline. We will examine their background assumptions, logical consistency, and empirical testability. A substantial part of the course will be related to the practical application of these theories to relevant contemporary social problems.

Course objectives

1. To gain familiarity with the major sociological theories.
2. To develop your ability to move between theories to compare, contrast and critically analyze them.
3. To use sociological theories as schemes of interpretation that allows you to change consciously the point of view in order to analyze social problems from different perspectives.
4. To develop your theoretical creativity, by exploring applications of theories to everyday life.
5. To practice and strengthen your ability to write about social theory in clear and concise prose.

Texts

- Harrington, Austin (2005): *Modern Social Theory: An Introduction*. Oxford: Oxford University Press.
- Voss, Thomas/Abraham, Martin (2000): Rational Choice Theory in Sociology: A Survey. In: Stella R. Quah and Arnaud Sales (eds.), *The International Handbook of Sociology*, London: Sage, pp. 50-83. (This text will be distributed in the class.)

Additional texts (voluntary readings)

- Callinicos, Alex (1999): *Social Theory: A Historical Introduction*. New York: New York University Press.

- Powers, Charles H. (2004): *Making Sense of Social Theory: A Practical Introduction*. Lanham: Rowman & Littlefield.
- Roberts, Brian (2006): *Micro Social Theory*. Houndmills: Palgrave Macmillan.

Assessment

Participation in discussion will count 30% of the overall course grade; if students make a sincere and visible effort to contribute comments that reflect thoughtful engagement with course material, they will earn full credit for participation. It is your responsibility to your classmates to read the assigned material before the class, so that you are ready to discuss it. (Students are expected to attend at least two thirds of the classes.)

Students have to make a short presentation (5 minutes). It will be worth 30% 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.

Prior Academic Preparation

It is strongly suggested that, prior to enrolling in this course, students have first completed Sociology (Sociology 180).

Schedule

April 12: Introduction: What is Social Theory?

Reading: Harrington 2005, Introduction.

April 14, 19: Classical Social Theory, I: Contexts and Beginnings.

Reading: Harrington 2005, Chapter 1.

April 21, 26, 28: Classical Social Theory, II: Karl Marx and Emile Durkheim.

Reading: Harrington 2005, Chapter 2.

May 7, 10: Classical Social Theory, III: Max Weber and Georg Simmel.

Reading: Harrington 2005, Chapter 3.

May 12, 17: Functionalism and its Critics.

Reading: Harrington 2005, Chapter 4.

May 19, 24: Interpretivism and Interactionism.

Reading: Harrington 2005, Chapter 5.

May 26, 31: Historical Social Theory.

Reading: Harrington 2005, Chapter 6.

June 2, 7: Critical Theory.

Reading: Harrington 2005, Chapter 7.

June 9, 14: Psychoanalytic Social Theory.

Reading: Harrington 2005, Chapter 8.

June 16, 21: Structuralism and Post-structuralism.

Reading: Harrington 2005, Chapter 9.

June 23, 28: Structure and Agency.

Reading: Harrington 2005, Chapter 10.

June 30, July 5: Feminist Social Theory.

Reading: Harrington 2005, Chapter 11.

July 7, 12: Modernity and Postmodernity: Part I.

Reading: Harrington 2005, Chapter 12.

July 14, 21: Modernity and Postmodernity: Part II.

Reading: Harrington 2005, Chapter 13.

Final paper due July 26

Divine Fools: Traditional Japanese Performing Arts.

Spring 2010

Timetable: TBA

Classroom: B 101

Instructor: Dr. Darren Ashmore

Office Hours: TBA

Office: A-4-11

Tel: 886-5955

Email: lupin3@aiu.ac.jp

COURSE DESCRIPTION

This introductory course to Japanese traditional performing arts: *gagaku/bugaku*, *noh/kyogen*, *bunraku*, *kabuki* and folk/festival ceremonies. Trends in contemporary art and dance in Japan will also be presented. Readings include some classical works in the history of the field such as Zeami's treatises on the *noh* play and some recent monographs concerning some contemporary trends. Historical, literary, aesthetic, as well as spatial patterns and circumstances of each form will be discussed. This course is designed to help students understand the cultural aspects of a variety of performance traditions and the ways in which each have been informed by the society in which they developed (and persist). Focusing on both historical roots and contemporary representations, the course charts the development of Japanese culture through the stage.

COURSE REQUIREMENTS

While there are no academic prerequisites associated with this course, most of the AV material we will view is only available in Japanese and, as such, international students need to be aware of this fact before signing up.

COURSE OBJECTIVES

Over the course of the program, student will:

- Develop an understanding of Japanese Theatre.
- Be able differentiate between important styles and genres.
- Define the differences between Japanese theatre and American/European offerings.
- Recognize unique and borrowed techniques that are used in Japanese stage art.
- Appreciate performing arts and theatre as artistic and cultural properties.
- Understand the social purpose of performing arts.
- Be able to recognize theatre's functions in both common and elite cultural context.

STUDY MATERIALS:

<Core Textbooks>

- Various: An Introduction to the Japanese Stage. Tokyo, Kodansha. 2002.
- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Preinceton University Press. 1995.

<Other Readings – where available from the library, no publication info is given>

- Pound, Ezra. The Classic Noh of Japan. (AIU Library)
- Leiter, Samuel. Historical Dictionary of Traditional Japanese Theatre. (AIU Library)
- Senda, Akihiko. The Voyage of Modern Japanese Theatre. (AIU Library)
- Lee, William James. Genroku Kabuki. (AIU Library)
- Hironaga, Shuzaburo. Bunraku. (AIU Library)

More works are available in the library and readings of special interest will be assigned with appropriate lecture notes.

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

- (1) essay (60%)
- (2) Class participation and presentations (40%)
- (3) *optional* 1000 word issue report or class presentation (+20% for report or +25% for presentation).

The component of class participation consists mainly in participating actively in class discussions. In case they wish to gain additional marks for the final grade students have the option of submitting a 1,000 page issue report on an element of Japanese theatre by the end of the course or prepare a class presentation (with approved and appropriate materials) of 30 minutes duration on an agreed subject. The report shall be formally marked and may improve the student's final mark by as much as 20%, while the presentation may potentially raise the mark by 25%. The essay will be on any topic of interest to the student. However, it should be a topic to which the themes, theories and principles of anthropology can be appropriately applied. It should be around 3,000 words in length, to be given in two drafts. The first shall be considered a working draft and is to be submitted no later than Week ten. I shall read and make comments on how to improve the draft (but will not give it a mark). Students will submit a second and final draft by the end of the course. The final draft shall be formally marked and will constitute 70% of the student's final mark.



Essay Questions:

Please come to see me by the end of session three to agree your essay question. It may follow one of the questions below, or may be based on independent research.

- 1: Considering the history of *Kabuki* and the Tokugawa governments' Morality Edicts of 1629. What impact did the banning of women from the stage have on *Kabuki*?
- 2: Discuss the history of the puppet in Japanese Folk Puppet theatre in the early Meiji Period – with particular reference to both the experiences of puppet performers and the views of the government.
- 3: Compare and contrast the *noh* works of masters Kan'ami and Zeami. To what extent does the conflict which existed between them reflect external influences on their art forms.
- 4: Discuss the ritual nature of early Japanese theatre forms – selecting either the animistic traditions of the *sangaku* branch or the Buddhist traditions of *heikyoku*. how much import can we assign to the religious component of Japanese theatre?
- 5: The Takarazuka has, at times, been described as ultra-feminist theatre and a parade of Japanese misogynistic nonsense. Why does this extravagant review company continue to draw huge crowds?
- 6: What is the significance of the *Miko* in *Miko-kagura* – what role does she play in the rituals of that tradition?
- 7: What roles did *Gagaku* and *Bugaku* play in the Imperial court in the classical period?
- 8: Why did temples, shrines and military authorities begin encouraging performing arts in the early Kamakura period – what were they hoping to achieve?



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

COURSE FORMAT AND ACTIVITIES: FORMAT: Each session will be divided into a Lecture, followed by a screening of an important work, or a presentation by the students.

NOTE: Films – where possible – will be in Japanese with subtitles in English. However in many cases it will only be possible to provide Japanese material. International students must be aware of this.

NOTE: Attendance is compulsory. Failure to be at class – without approval – will result in a reduction in marks.



SCHEDULE: Subject to Change – much like the weather, bus-timetables and the mind.

<Week One: Session B > *Orientation.*

<Week Two: Session A >

Lecture: Examining the evidence which exists for ritual performance traditions in the earliest records and why these traditions became important to the Japanese.

Seminar Question: Performing arts and social structure: what drives the desire to take to the stage?

<Week Two: Session B >

Discussion: Performing art and social structure: what drives the desire to take to the stage?

Screening: On Japanese religion

<Week Three: Session A >

Theme: *Kagura, and Gigaku.*

Lecture: Arguably the forms from which all the three grand traditional forms of Kabuki, Bunraku and Noh evolved. This week we will look at the forms and ritual significance of this family of arts and explore the ritual landscape of ancient Japan.

Seminar Question: ‘Ritual and entertainment’: can there be one without the other? Discuss the transition from the religious to the secular in performing arts.

Readings: to be provided in previous class.

<Week Three: Session B >

Discussion: Ritual and Entertainment, and how one can exist within the other.

Screening: Gigaku by the Imperial Court troupe.

<Week Four: Session A > Cancelled

<Week Four: Session B > Cancelled No Class Day

<Week Five: Session A > class cancelled (Golden Week).

<Week Five: Session B > class cancelled (Prof. Ashmore off-campus).

<Week Six: Session A >

Theme: *A Theatre of the people.*

Lecture: Examining the break away from religious centres and the development of the wandering traditions of, Sangaku, Heikyoku, and the early ningyou arts. Following from the debate about the secularising of Japanese performing arts, this week deals with the powerful social pressures which helped shape performing arts in the medieval period.

Seminar Question: Practical and beautiful: discuss the forces at work on itinerant artists and the effects that you feel that they had on artists and patrons.

Readings

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Preinceton University Press. 1995.

<Week Six: Session B >

Theme: *Diversification.*

Lecture: Examining a variety of traditions which rose up in the middle ages, branching out from Kagura and Dengaku/Tamae.

Seminar Question: Discuss the social position of performers during this period.

Readings:

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Preinceton University Press. 1995. (chapter 5)

<Week Seven: Session A >

Theme: *Nogaku.*

Lecture: Examining the rise of the Noh and Kyogen in the Middle ages and its adoption by the military classes. Comparing the works of the four Great Masters (Kan'ami, Zeami, On'ami and Zenchiku), this week focuses on the creation of the professional artist.

Seminar Question: Discuss the patronage of *Kyogen* and *Noh*. How much does the influence of these patrons affect the development of the arts?

Readings:

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Preinceton University Press. 1995. (chapter 6)

<Week Seven: Session B >

Discussion: The works of Zeami, warriors and the Noh – why were such powerful men drawn to the Noh Stage?

Screening: Kyougen.

<Week Eight: Session A >

Theme: *Main Screening One: The Noh.*

Lecture: Screening of “The Temple Bell”

<Week Eight: Session B >

Discussion: Reviewing “The Temple Bell” and the Noh – social, religious and artistic impact.

<Week Nine: Session A >

Lecture: From the licentious theatre of the Kawa River in Kyoto, to the Grand theatres of Edo, this week’s lecture examines the cultural and political impact of a theatre form which became popular among all levels of urban Japanese society.

Seminar Question: Discuss the Tokugawa morality edicts of 1629 and the effects which it had on Kabuki – both positive and negative.

Readings:

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995. (chapter 7).

<Week Nine: Session B >

Discussion: From Okuni to Onnagata – morality laws in Edo Japan (1629).

Screening: Excerpt from “Terakoya”

<Week Ten: Session A >

Theme: *Main Screening Two: Kabuki.*

Lecture: Screening of “Kanjincho”

<Week Ten: Session B - 11th June>

Discussion: Reviewing “Kanjincho” and Kabuki as a whole – social, religious and artistic purpose.

<Week Eleven: Session A > Class Presentations One

<Week Eleven: Session B > Class Presentations Two

<Week Twelve: Session A >

Theme: *Ningyou Joururi*.

Lecture: From the earliest forms of ritual, to the high art of Bunraku, this week's lecture focuses on the puppet in Japanese theatre and the intrinsically ritual content of this art form.

Seminar Question: Discuss the *Joururi* and *Kimpira* techniques of puppet theatre. What can we say about their different approaches to reality?

Readings:

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995. (chapter 8)

<Week Twelve: Session B >

Theme: *Main Screening Three: Ningyou Joururi*.

Lecture: Screening of "The Lover's Exile".

<Week Thirteen: Session A >

Theme: *Contemporary Theatre: Shinpa, Shingeki and Musical Review*.

Lecture: Looking at the various directions in which the Japanese stage has gone since the Meiji period and the ways in which modern day writers/directors are still turning to the rituals of the past – whether that be in order to support or refute them – when addressing the problems of the day.

Seminar Question: Does drawing from foreign theatre/literary/cultural sources damage the Japanese theatre and dilute its ability to speak to an increasingly worldwide audience about Japanese concerns.

Readings:

Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995. (chapters 9 to 11).

<Week Thirteen: Session B >

Discussion: What is Japanese in modern Japanese theatre – indeed, what is Japanese about Japanese theatre in the first place?

Screening: Excerpts from various modern plays.

<Week Fourteen: Session A >

Theme: Shakespeare in Japan.

Lecture: Looking at the history of the Bard's work in Japan and the way in which modern theatre directors have risen to the challenge of staging his works in this setting.

Seminar Question: Why is Shakespeare considered so universal, when he was writing exclusively for an English 16th century audience.

<Week Fourteen: Session B >

Discussion: Japanese critics call Shakespeare the 「日本語は話せない日本人」(the Japanese who cannot speak Japanese) – and the same is true across the world. Why is his work so universal?

Screening – excerpts from several Shakespeare plays.

<Week Fifteen: Session A and B >

Special screening of “Throne of Blood”.

<Week Sixteen >

Theme: *Course Review and final essay advising.*

Lecture: Both the lecture and seminar for this week will be devoted to reviewing the course and will provide students with an opportunity to discuss any issues that they might have before the final examination.

Readings: NA



Instructor's Name **Dr. Don Nilson**
Office Hours Office : C - 6

E-mail address nilson@aiu.ac.jp

Semester : Spring Semester 2010
Day and Time : TBA

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

Course description

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

Course objectives :

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

Special note : This course is recommended to all Global Studies and Global Business majors who hope to gain the broad cultural background assumed to be part of all undergraduate study at

universities like AIU, which place emphasis on the liberal arts & sciences. It is also recommended to all students because gaining such knowledge enriches one's life.

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

However there are two *recommended* texts :

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

Additional Study Materials Provided (Library & Elsewhere)

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

Assessment

Percentage of each grading area

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

Expected academic background

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

Policies

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

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

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

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

Format and Activities

Classes in lecture format with some discussion.

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

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

Spring 2010
Timetable: TBC
Classroom: TBC
Instructor: Dr. Darren Ashmore
Office Hours: TBC
Office: A-4-11
Tel: 886-5955
Email: lupin3@aiu.ac.jp



COURSE DESCRIPTION

A comparative survey of world cinema that focuses primarily on independent and art-house masterpieces rather than on Hollywood glitz and glamour films. The course will focus on directors, actors, and studios that are leaving a lasting mark on cinema history, though it will also focus on how regional cinema aesthetics differ from what we now know and the Hollywood Norm. The aim of this course is not only to introduce students to thinking about motion pictures as more than just entertainment and, as such, will also to use cinema as a window into the culture and sensibilities of their creators. We will be viewing one feature film per week in the main. Much of the class will revolve around in-class discussions of the works viewed and the books read.

COURSE OBJECTIVES

- To provide an introduction and an overview of World Cinema, focusing primarily on the works of recent directors.
- To acquire a greater aesthetic understanding of the differences between the different 'cultures of film' which are represented in the course.
- To come to a greater understanding of the cultures that are depicted in the films (and that produced them into the bargain).
- To develop a critical sense and appreciation for cinema as a social/historical tool.
- To develop student's analytical skills and ability to think critically about the use of history in developing an understanding of modern Japan.



STUDY MATERIALS:

<Core Textbook>

- Kolker, Robert. P. Film, Form, and Culture. McGraw-Hill. 2005. **ISBN-10:** 0073123617. **ISBN-13:** 978-0073123615

<Other Readings> (The following can be found in the AIU library – the electronic version of the course outline has hyperlinks to the OPAC section on the AIU intranet)

- [Alien zone : cultural theory and contemporary science fiction cinema / edited by Annette Kuhn. -- : pbk. -- Verso, 1990.](#)
- [Cinema and history / Marc Ferro ; translated by Naomi Greene. -- alk.paper, pbk. : alk. paper. -- Wayne State University Press, 1988. -- \(Contemporary film studies\).](#)
- [Cinema anime : critical engagements with Japanese animation / edited by Steven T. Brown. -- Palgrave Macmillan, 2006.](#)
- [Film and the working class : the feature film in British and American society / Peter Stead. -- Routledge, 1989. -- \(Cinema and society\).](#)
- [The haunted screen : expressionism in the German cinema and the influence of Max Reinhardt / by Lotte H. Eisner ; \[translated from the French by Roger Greaves\]. -- : pbk. -- 1st California paperback ed. -- University of California Press, 1973.](#)
- [The Oxford history of world cinema / edited by Geoffrey Nowell-Smith. -- Oxford University Press, 1996.](#)
- [Unspeakable images : ethnicity and the American cinema / edited by Lester D. Friedman. -- : cl. -- University of Illinois Press, 1991.](#)

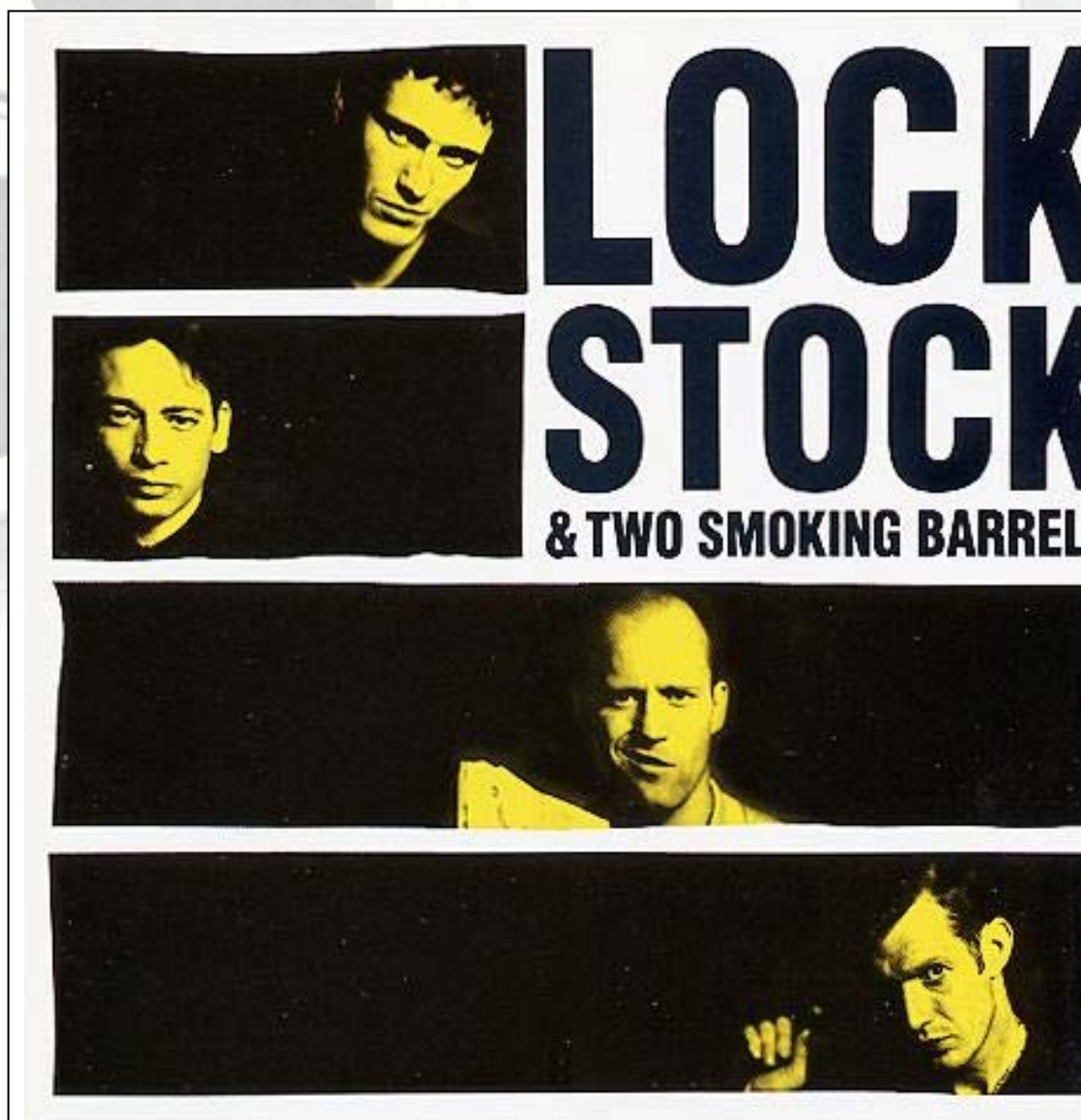
Other readings will be mandated in the course materials – these will either be available from the library, or provided for you at the appropriate time.



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

- (1) essay (60%)
- (2) Class participation and presentation (20%)
- (3) Mid-term exam (20%).

NOTE: As you can see, class discussions will earn you a good percentage of your final mark. Therefore you must be willing and ready to communicate in our reviews of each film.



Essay Questions

Any of the Seminar questions may be selected, and expanded upon, as your essay topic for this course. However, essay titles ***MUST*** be submitted to me ***before the end of week three.***

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

See <http://en.wikipedia.org/wiki/Plagiarism> for more information. To this end, an electronic copy of the essay will also be collected to check using plagiarism software.

COURSE FORMAT AND ACTIVITIES:

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

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

NOTE: All films where possible will be subtitled in Japanese, however in some cases it will only be possible to provide English subtitles and in others no subtitles at all.

NOTE: Attendance is compulsory: The course is popular and places are limited. Please respect this rule.

SCHEDULE:

Part One: Cultural rewriting

Theme: *The Art of the Silver Screen: An Introduction to Critical Analysis*

Lecture: Introducing the subject of Comparative Film Studies with a series of short films and discussions on the nature of the 'silver screen' and the social impact of film as a medium.

Seminar Question: NA

Readings: NA

Theme: Rewriting History: *Downfall*.

Lecture: Based on Joachim Fest's book, "Inside Hitler's Bunker", Bernd Eichinger paints a bloody portrait of the deteriorating state of the sanity of the Nazi elite as their dreams of a 'Thousand Year Reich' come crashing down amid allied shells. The first film in post-war German history to even attempt to paint Adolf Hitler as anything other than a pathologically deranged monster, this film has won equal praise and revulsion for its moral stance and honest appreciation of these events.

Seminar Question: "Where is the dividing line between art and morality? When should German film makers stop apologizing for the past?"

Readings: As provided.

Theme: Rewriting History: *Rashomon*.

Lecture: Based on a couple of Akutagawa short stories, "Rashomon" paints a painful picture of the historical process stripped bare. Kurosawa rips the refined heart out of Heian Japan and exposes the personal motivations – and warped points of view – which underpinned this "golden age".

Seminar Question: "Why does it not matter that we never know is telling the truth?"

Readings: As provided.

Theme: Rewriting History: *Enemy at The Gates*.

Lecture: The story of the famed Russian Sniper-Ace Vasily Grigorevich Zaytsev, this film is an excellent example of the Hollywood Effect – in which material, history, even reality itself is bent into shape to serve the purposes of the 'formulaic tradition' which Hollywood's finest work to serve.

Seminar Question: "Is history being served by such films, and what will happen to a generation who has more contact with the past through such material than with any other sources?"

Readings: As provided.

Theme: *Schindler's List*.

Lecture: A harrowing story of salvation and hope amid the destruction of WWII. Similar in scope to both 'Downfall' and 'Enemy at the Gates', this film has drawn mountains of praise and criticism for its handling of both the Holocaust and its renovation of the character of Oskar Schindler.

Seminar Question: "Whether he was a good man or not in life, Oskar Schindler will – thanks to this film – forever be remembered as one of the Righteous. Would the real Oskar be ashamed of how great a man he has become since his death, in the hands of

Stephen Spielberg?”

Readings: As provided.

Theme: *Dreams and Desires: A Matter of Life and Death.*

Lecture: Celebrating the work of Emeric Pressburger and Michael Powell – Britain's greatest film makers, this film explores the issues of friendship, love and loss against the backdrop of World War Two. Considered to be the finest example of English Cinema.

Seminar Question: “Are we dealing with a complete illusion or reality”? how do Powell and Pressburger weave ambiguity into their narrative?”

Theme: *Dreams and Desires: Metropolis.*

Lecture: *Metropolis* is an anime movie released in Japan in 2001 and based on the *Metropolis* manga created by the late Osamu Tezuka. Written and directed by Rintaro and Katsuhiro Otomo, the film is essentially a reworking of Fritz Lang's masterwork of the same name, but with a decidedly modern Japanese slant.

Seminar Question: “Technology, and the fear of technology, seems to be the overwhelming theme of this film. However, if that is truly the case, then what is the purpose of Tima's ultimate redemption?”

Readings: As provided.

Theme: *Dreams and Desires: Lost Horizons.*

Lecture: Frank Capra's masterpiece of unreality, in which the crew of a crashed airliner discover the valley of Shangrila and must make some very difficult decisions as to what to do with their lives and the opportunities which the accident affords them.

Seminar Question: “Immortality is often used as a tool of moral incision in film-making; what imperatives are being discussed here in such a device as Shangrila?”

Readings: As provided.

Theme: *Dreams and Desires: Tokyo Story.*

Lecture: Starring Ozu regulars Chishu Ryu and Setsuko Hara, the film reprises one of the director's favorite themes that of generational conflict in a way that is quintessentially Japanese and yet so universal in its appeal that it continues to resonate as one of cinema's greatest masterpieces.

Seminar Question: “More than simply a parable of an aging society, this quiet film whispers a tornado into our ears as filmgoers. How can such a placid vehicle be so profound?”

Readings: As provided.

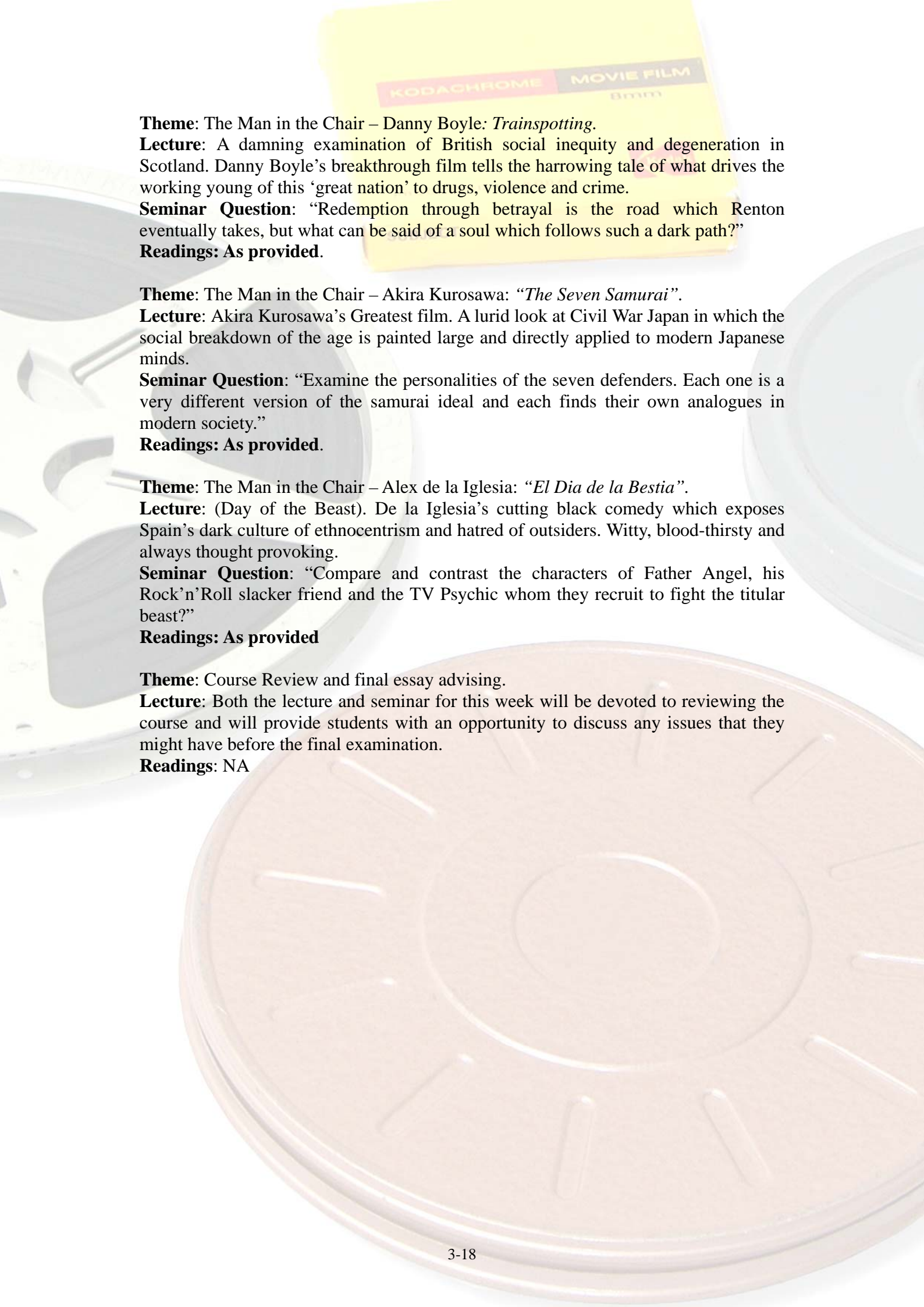
Theme: The Man in the Chair – Sergei Eisenstein: *Alexander Nevsky.*

Lecture: One of the great masterpieces of World Cinema, this retelling of the 1236-1242 invasion of Russia by Teutonic and Swedish forces and their defeat at the hands of the eponymous hero. Directed by Eisenstein at a time of great ill will between Germany and Russia, this film is both a triumph of art and a masterpiece of political propaganda.

Seminar Question: “Film as political power. Who really directed *Alexander Nevsky*? Sergei Eisenstein, or Josef Stalin?”

Readings: As provided.

<Week 13 – 29th June and 1st July>



Theme: The Man in the Chair – Danny Boyle: *Trainspotting*.

Lecture: A damning examination of British social inequity and degeneration in Scotland. Danny Boyle's breakthrough film tells the harrowing tale of what drives the working young of this 'great nation' to drugs, violence and crime.

Seminar Question: "Redemption through betrayal is the road which Renton eventually takes, but what can be said of a soul which follows such a dark path?"

Readings: As provided.

Theme: The Man in the Chair – Akira Kurosawa: *"The Seven Samurai"*.

Lecture: Akira Kurosawa's Greatest film. A lurid look at Civil War Japan in which the social breakdown of the age is painted large and directly applied to modern Japanese minds.

Seminar Question: "Examine the personalities of the seven defenders. Each one is a very different version of the samurai ideal and each finds their own analogues in modern society."

Readings: As provided.

Theme: The Man in the Chair – Alex de la Iglesia: *"El Dia de la Bestia"*.

Lecture: (Day of the Beast). De la Iglesia's cutting black comedy which exposes Spain's dark culture of ethnocentrism and hatred of outsiders. Witty, blood-thirsty and always thought provoking.

Seminar Question: "Compare and contrast the characters of Father Angel, his Rock'n'Roll slacker friend and the TV Psychic whom they recruit to fight the titular beast?"

Readings: As provided

Theme: Course Review and final essay advising.

Lecture: Both the lecture and seminar for this week will be devoted to reviewing the course and will provide students with an opportunity to discuss any issues that they might have before the final examination.

Readings: NA

PHI 170 / PHI 150 - WESTERN PHILOSOPHY

(3 credits)

Professor : Dr. Don Nilson

Office : A-4-12
2010

e-mail: nilson@aiu.ac.jp

Office Hours: Mon. & Wed. 1:30 – 3:00 P.M

Semester : Spring,

DESCRIPTION : Themes and thinkers that form the core of the Western philosophical tradition from the ancient Greek philosophers to philosophy in the 20th & 21st centuries. Attention is given to ways that Western religious traditions, as well as the arts and the sciences, have interacted with Western philosophy. Philosophers and philosophies to be discussed include : Socrates ; Plato ; Aristotle ; Augustine ; Descartes, Spinoza & Rationalism ; J. Locke & Empiricism ; Kant ; Nietzsche; W. James & Pragmatism; Heidegger, Sartre & Existentialism; The rise of Analytic Philosophy and Phenomenology ; Philosophy today. We aim to understand Western culture more fully by understanding the central place of philosophy in that culture.

OBJECTIVES : In this course students will develop an appreciation and understanding of what some of the central problems of philosophy are, how certain philosophers have answered these questions and you will take steps toward clarifying your own answers to these questions . During this course :

- You will gain an overview of the development of Western philosophy. You will learn about certain trends or basic styles of thinking in Western philosophy.
- You will learn about the major ideas of several of the great philosophers in Western tradition and how their ideas have helped shaped many parts of Western history, thought and culture.
- You will develop careful, thorough and precise ways of reading, and listening to, philosophical works. (These are general techniques that you will find apply well to other fields as well, and so will help improve your general reading, studying and listening skills.)
- You will learn about the basic areas or sub-fields within philosophy, the kinds of questions that arise in each area, as well as the importance of reasoning, experience and feeling for each area.
- You will improve your logical and critical skills. You will come to see more deeply the different ways that people disagree about such things as what is the right or the wrong thing to do or what we truly know and what we do not know.
- You will come to see how the continued study of philosophy can enrich your understanding of Western culture and various aspects of it, such as literature, art, science, politics and religion. Students of Western philosophy often say that this study has allowed them to better understand and appreciate Western culture.

For example, study of American pragmatism may help you to better understand

the emphasis on individual opinion and expression and the ways ideas are tested

through social practices within North American culture.

STUDY MATERIALS:

1. Required text : Christopher Biffle - A Guided Tour of Rene Descartes' *Meditations*. (New York: McGraw-Hill Publications, 3rd Edition, 2000. [This paperback edition includes a complete translation of Descartes' *Meditations*. Note : you will not need the book until week 5.]

Recommended text : Robert C. Solomon & Kathleen M. Higgins – A Short History of Philosophy. (Oxford: Oxford University Press, 1996.)

2. Selected readings in the history of Western philosophy will be made available for photocopying or distributed throughout the course.

3. We will view and discuss some films or video material. We will also use some *audio recordings* of philosophers speaking about such recent topics as: psychology, body and mind, or existentialism. You will transcribe selections from these recordings in order to develop your skills in listening to spoken text in philosophy. You will have help and advice in doing this.

4. We will use some on-line resources in philosophy, such as the *Stanford Encyclopedia of Philosophy* at Stanford University: <http://plato.stanford.edu/>

ASSESSMENT : (Evaluation and Grading)

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

- 1) Exams: There will be a mid-semester exam and a final exam consisting of multiple choice, short-answer and short essay questions. The mid-term exam counts as 20% of the final grade, and the final exam counts for 20%, but may count more if you do especially well on the final exam. Fundamentally, the final exam will function to allow you to improve your final grade .
- 2) Papers : Students will write two short, critically and logically structured papers. Detailed instructions will be provided separately. Papers will count 15% each and papers *must be* turned in on time.
- 3) Homework, Class Participation and Presentations: You are expected to do all readings on time and all assigned homework on time . You are expected to fully participate in class and to be prepared for each class and especially for in-class discussions or presentations that you will do. Together these parts of the course will count for 30% of your grade.

PREPARATION : This is a course for beginners : no prior background or courses in philosophy are required. A sincere interest in gaining a deeper and better understanding of Western thought and culture is expected .

POLICIES :

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

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

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

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

CLASS ACTIVITIES / CLASS FORMAT – Lecture / discussion is the main format of the class, however we will also be using a few videos and audio listening assignments in this course, as well as including some student presentations on selected themes. These presentations involve group work and are usually a particularly enjoyable part of the course. Also, we expect to have a guest lecturer presenting his or her ideas at least once during the course. We hope this additional perspective will further enrich what you gain from the course.

SPECIAL NOTE : This course is one of the courses which can be used by students to meet part of the required university coursework for the **TEACHERS' CERTIFICATION PROGRAM** . (Details available in the AIU Academic Affairs Office.)

Don Nilson – Western Philosophy Syllabus – Summary Version page 3 of 4
TOPICS BY WEEK OF SEMESTER

SCHEDULE :

1. Introduction. What is philosophy? What are the parts or branches of philosophy? Basic

ideas of major Western philosophers. The importance of logic and argument in philosophy. What is a “worldview”? Philosophy as a global phenomenon, an historical phenomenon and a sociological phenomenon. Philosophy and Western culture.

2. Philosophy, myth and the ancient sources of philosophical thought. The Pre-Socratics : Thales, Heraclitus and others. Introduction to Socrates : What is “examining your life”?

3. Socrates : the trial and fate of Socrates. Plato’s metaphysics & epistemology.

4. Plato’s ethics and politics. Aristotle’s epistemology & metaphysics. Aristotle’s ethics.

5. Reason and Medieval Philosophy. Christian and Islamic philosophy in the Middle Ages. The Renaissance. Montaigne and skepticism. The political philosophy of Hobbes.

6. The Philosophy of Descartes and the method of doubt.
Descartes’ *Meditations* : The self, certainty and the existence of God

7. Descartes’ *Meditations* : Mind and body. The thought of Spinoza and the rationalism of Leibniz.

8. Descartes on the existence of God. Problems in Descartes’ philosophy. Spinoza. Pascal.

9. Midterm Exam. / Seeing is believing: John Locke and empiricism.

10. Kant’s philosophy as an alternative to rationalism and empiricism.

11. Kant’s Ethics and J.S. Mill’s Ethics : How shall we decide? Rules or results?

12. Creativity and the arts as interpreted in Western and Non-Western philosophy
Guest lecture / presentation.

13. Kant’s “Copernican revolution.” / Reactions to Kant. / Nietzsche

14. Philosophy in the 20th Century : Pragmatism / Analytic Philosophy /
Phenomenology & Existentialism

15. Philosophy today. / Summary & review. / Final Exam

BIO 100: Introduction to Biology (3 Credits)

BIO 105: Biology Laboratory (1 Credits)

Instructor: Dr. Andy Crofts (AC)

Email: acrofts@aiu.ac.jp

Office: A3-11

Office Hours: Tue, Thu 13:00-14:30

Spring 2010

BIO 100 (Tue, Thu) 10:30-11:45 (AC)

D102

BIO 105-1 (Fri) 9:30-12:00 (AC)

1st Lab

(Sat) 2 Field Trips TBA

BIO 105-2 (Fri) 13:00-15:30 (TBA)

1st Lab

(Sat) 2 Field Trips TBA

The lectures (BIO 100) and lab classes (BIO 105) are designed to be complementary and you are strongly recommended to take both courses at the same time.

Course Description:

The aim of **BIO 100** is to provide you with an introduction to the fundamentals of Biology. Emphasis will be placed on molecular and cellular biology and on global issues arising in the post-genomics era. The course will be highly interactive and you will be asked to choose relevant topics of interest to present and discuss within the class. You will therefore learn the vocabulary of biology through example, and by both oral and written communication. Global issues discussed will include the use of biofuels, genetic modification and the consequences of climate change.

The **BIO 105** lab class is designed to teach the power and utility of the scientific method: that of experimental design, observation and the building and testing of hypotheses. Where possible, a problem-based learning approach will be used in which you will be presented with a written scenario and appropriate biological materials. You will then be asked to design and perform your own experiments and to make conclusions as to the meaning of your results. Guidance will be offered where appropriate to ensure that you are on the right track. Two field trips to areas of natural beauty are planned to allow you to appreciate the natural world and your place within it.

Objectives:

Through **BIO 100** and **BIO 105**, you will gain knowledge of the molecular basis of life and broaden your insight into important global issues within the field of biology. You will develop your ability to answer and ask questions of a scientific nature and improve your oral presentation skills. Through field trips, you will also come to appreciate the value of nature and its importance for humankind.

Study Materials: Course textbook



Biology: Concepts and Applications, 7th Edition

Cecie Starr

ISBN-10: 0495119814 | ISBN-13: 9780495119814 | 912 Pages | Paperbound | © 2008 | Published

Alternate Formats : Cloth Edition

Students should familiarise themselves with both lecture and lab class topics before time and prepare for their oral presentation using all appropriate media sources (course textbook, library, newspapers and magazine articles, internet, etc).

Assessment: BIO 100

Small tests will be given at the start of each class to provide continuous feedback regarding student progress, with four larger mid-term exams which follow each major topic area. Students will each give a 5 minute oral presentation with slides on a topic related to one of the three global issues under consideration – biofuels, GMOs (genetically modified organisms) and climate change. 5 minutes will be given after each presentation for questions from the class.

Small tests (10)	20%
Mid-term Exams (4)	15%
<u>Oral Presentation</u>	<u>20%</u>
Total	100%

Assessment: BIO 105

Students will be assessed on the content of 8 written reports (of varying format), each describing the experiments performed in a lab session or knowledge acquired during the two field trips.

BIO 100/105 Grade boundaries (%)*:

A+:	100	
A:	95-99	Excellent
A-:	90-94	
B+:	87-89	
B:	83-86	Good
B-:	80-82	
C+:	77-79	
C:	73-76	Satisfactory
C-:	70-72	
D+:	66-69	
D:	60-65	Poor
F:	59 % or lower	Failure

* If required, exam scores will be adjusted appropriately to reflect difficulty.

Expected Academic Background

The introductory nature of this course means that there are no formal pre-requisites. However, since we will be covering certain areas of Biology in reasonable depth, those with less exposure to Biology at High School should be prepared to put in extra effort. Your effort will be rewarded with a greater understanding of the molecular basis of life.

BIO 100/105 : Introduction to Biology

Date / Day	Lecture Topic*
4/13 Tue	Invitation to Biology
4/15 Thu	Molecules of Life
4/20 Tue	Molecules of Life / Cells**
4/22 Thu	How Cells are Put Together**
4/27 Tue	EXAM 1
5/6 Thu	How Cells Work
5/11 Tue	Photosynthesis**
5/13 Thu	Cell Respiration**
5/18 Tue	Review Session**
5/20 Thu	EXAM 2
5/25 Tue	Issues in Biology: Renewable Energy - Biofuels
5/27 Thu	Class Discussion / Presentations
6/1 Tue	Class Discussion / Presentations
6/3 Thu	DNA Structure and Function
6/8 Tue	From DNA to Protein**
6/10 Thu	Gene Expression**
6/15 Tue	Molecular Biology - DNA and cloning**
6/17 Thu	EXAM 3
6/22 Tue	Issues in Biology: Genetically Modified Organisms (GMOs)
6/24 Thu	Class Discussion / Presentations
6/29 Tue	Class Discussion / Presentations
7/1 Thu	Evolution
7/6 Tu	Population Ecology / Ecosystems**
7/8 Thu	The Biosphere**
7/13 Tu	Issues in Biology: Global Climate Change
7/15 Thu	Class Discussion / Presentations
7/20 Tu	Class Discussion / Presentations
7/22 Thu	EXAM 4

* Schedules are subject to change ** Small exam

BIO 105 Syllabus

Laboratory lab topics

- 1. DNA Extraction: Kitchen Science Method**
- 2. Microscopy: Cellular exploration**
- 3. Protein analysis: You are what you eat – but what do you eat?**
- 4. Proteins and Enzymes**
- 5. DNA Extraction: Real Science Method**
- 6. Cutting up DNA: Restriction digests**

Field Trips

Two field trips are planned.

- 1. Shirakami Mountains World Heritage Site**
- 2. Snorkeling in the Sea of Japan**

Field trips will take place on either Saturday or Sunday from 9AM until 5PM.
Further details will be provided when available..