

**SPN100-1 Spanish I** (2008curriculum 2 credits)

**SPN100-1 Spanish I** (2004curriculum 2 credits)

Carlos BUDDING

Year: 2010

Semester: Fall

Meeting-time/day: Mon, Wed 14:00-15:15 Thu 15:30-16:20

Office: A2-2

Office Hours:

E-mail: carlosbudding@aiu.ac.jp

Website:

### **Course Description:**

This is a beginner's course in Spanish for students with minimal or no previous knowledge of the Spanish language. It will be taught using a variety of methods, however it will primarily use a communicative approach as well as a cooperative learning approach. The themes to be taught in this course are:

- how to express oneself and one's surroundings using simple phrases;
- how to describe people and things and daily routines;
- how to express likes and dislikes;
- how to reply and react to simple questions in day to day situations;
- how to write simple phrases, etc.

### **Objectives:**

The general objective of the course is to equip students with the necessary knowledge and strategies so that they can attempt to communicate basic ideas and topics in a Spanish-speaking environment. The student will learn basic phrases, vocabulary, and the use of the present tense in order to function in at least a Novice Level in terms of communicating basic needs, feelings and questions, as well as the comprehension of simple readings. The student will be able to perform the following linguistic tasks:

- Greetings and introductions
- Talking about one's job, nationality, age
- Asking for and giving opinions
- Asking for and giving directions
- Describing objects, colors and locations
- Describing people (physical appearance, personality, clothes)
- Talking about the family
- Expressing needs, wants and preferences
- Talking about likes and dislikes
- Asking about and telling the time
- Describing habitual actions
- Talking about daily routines and frequency of actions
- Expressing agreement and disagreement
- Describing actions which are occurring right now
- Talking about the weather
- Talking about future plans and projects

- Talking about things one has to do
- Talking about past actions
- Narrating personal experiences
- History and geography of the Hispanic World
- Cultural knowledge about the Hispanic World

**Textbook:**

'Nuevo Ele Inicial 1' libro del alumno  
by Virgilio Borobio

**Assessment:**

The course will be assessed as follows:

- Homework – 10 %
- Class participation – 20%
- Quizzes - 50%
- Midterm and final exam- 30%

**Class Schedule:**

**Week 1:**

TBA

**SPN100-2 Spanish I** (2008curriculum 2 credits)

**SPN100-2 Spanish I** (2004curriculum 2 credits)

Carlos BUDDING

Year: 2010

Semester: Fall

Meeting-time/day: Mon, Wed 12:30-13:45, Thu 12:30-13:20

Office: A2-2

Office Hours:

E-mail: carlosbudding@aiu.ac.jp

Website:

### **Course Description:**

This is a beginner's course in Spanish for students with minimal or no previous knowledge of the Spanish language. It will be taught using a variety of methods, however it will primarily use a communicative approach as well as a cooperative learning approach. The themes to be taught in this course are:

- how to express oneself and one's surroundings using simple phrases;
- how to describe people and things and daily routines;
- how to express likes and dislikes;
- how to reply and react to simple questions in day to day situations;
- how to write simple phrases, etc.

### **Objectives:**

The general objective of the course is to equip students with the necessary knowledge and strategies so that they can attempt to communicate basic ideas and topics in a Spanish-speaking environment. The student will learn basic phrases, vocabulary, and the use of the present tense in order to function in at least a Novice Level in terms of communicating basic needs, feelings and questions, as well as the comprehension of simple readings.

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

- Greetings and introductions
- Talking about one's job, nationality, age
- Asking for and giving opinions
- Asking for and giving directions
- Describing objects, colors and locations
- Describing people (physical appearance, personality, clothes)
- Talking about the family
- Expressing needs, wants and preferences
- Talking about likes and dislikes
- Asking about and telling the time
- Describing habitual actions
- Talking about daily routines and frequency of actions
- Expressing agreement and disagreement
- Describing actions which are occurring right now
- Talking about the weather

- Talking about future plans and projects
- Talking about things one has to do
- Talking about past actions
- Narrating personal experiences
- History and geography of the Hispanic World
- Cultural knowledge about the Hispanic World

**Textbook:**

'Nuevo Ele Inicial 1' libro del alumno  
by Virgilio Borobio

**Assessment:**

The course will be assessed as follows:

- Homework – 10 %
- Class participation – 20%
- Quizzes - 50%
- Midterm and final exam- 30%

**Class Schedule:**

**Week 1:**

TBA

**SPN200-1 Spanish II** (2008curriculum 2 credits)  
**SPN200-1 Spanish II** (2004curriculum 2 credits)

Percival Santos

Year: 2010  
Semester: Fall  
Meeting-time/day: Tuesday and Thursday 1210-1350  
Office: A 3-4  
Office Hours: Wednesdays 1400-1700  
E-mail: santos@aiu.ac.jp  
Website:

**Course Description:**

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

**Objectives:**

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

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

- Talk about one's job and studies
- Talk about future plans and projects
- Talk about what one has done recently
- Talk about personal experiences
- Talk about clothes
- Describe what one is doing at this moment
- Talk about the distant past
- Express preferences
- Make comparisons
- Describe people, places and objects

**Expected Academic Background:**

Students need to have studied at least 60 hours of formal beginners Spanish classes

**Textbook:**

Nuevo Ele Inicial 2  
by Virgilio Borobio  
Publisher: SMELE

**Reference Books/Other Study Materials:**

none

**Assessment:**

- Final oral and written exam- 70%
- Class attendance, participation and twice monthly quizzes- 30%

**Policies & Remarks:**

none

**Class Schedule:****Week 1:**

Work and Studies

**Week 2:**

Plans and Projects

**Week 3:**

Shopping

**Week 4:**

Recent Past

**Week 5:**

Personal Experiences

**Week 6:**

Memorable Trips

**Week 7:**

Biographies

**Week 8:**

Social Situations

**Week 9:**

Places you would like to go to

**Week 10:**

The Weekend

**Week 11:**

Hobbies

**Week 12:**  
Describing People

**Week 13:**  
Describing Places

**Week 14:**  
Describing Objects

**Week 15:**  
Making Predictions

**JLT210-1 Japanese Phonetics** (2008curriculum 3 credits)  
**JAL210-1 Japanese Phonetics** (2004curriculum 3 credits)

Byun Hi-Gyung

Year: 2010  
Semester: Fall  
Meeting-time/day: Tue, Thu 14:00-15:15  
Office: A3-6  
Office Hours: Wednesday 1:00-4:00p.m.  
E-mail: byun@aiu.ac.jp  
Website:

**Course Description:**

This course is an introductory course of Japanese phonetics. Students will first learn how to write Japanese consonants and vowels in International Phonetic Alphabet (IPA) and then learn the acoustic characteristics of Japanese sounds as well as prosody such as accent and sentence intonation. The last half of the course will be devoted to learning how to analyze speech sounds by computer. Students will analyze their speech, examining length of vowels and consonants, vowel devoicing and pitch patterns. No prior knowledge on acoustic analysis is required. Through this course students will be able to improve their standard Japanese pronunciation including perception skills of Tokyo accent.

This course is one of the required courses for the minor in Japanese language teaching.

**Objectives:**

At the end of the course, the successful students will be able to

1. understand a difference between phonetics and phonology.
2. understand how the sounds can be represented using the IPA and apply it to Japanese.
3. understand how features such as voicing, aspiration, vowel devoicing, place and manner of articulation affect the acoustic pattern of a sound.
4. become familiar with computer-based speech analysis.
5. improve standard Japanese pronunciation and pitch perception ability.

**Expected Academic Background:**

Since one of the main aims of this course is to recognize our Japanese pronunciation, we will always use Japanese in the classroom. It will help us be aware how our pronunciations are different each other. If you are a non-native Japanese speaker, you should have ability of Japanese over at least high intermediate level.

**Textbook:**

Ikeda Yuko. Yasashii Nihongo Shido 5 On ' in/Onsei Tokyo: Kokusai Nihongo Kensyu Kyokai, 2000, 1200yen (+tax) ISBN 4-89358-468-5

**Reference Books/Other Study Materials:**

Sources of IPA and speech analysis

- IPA learning aid:



<http://www.langsci.ucl.ac.uk/ipa>  
[http://www.sil.org/computing/ipahelp/ipahelp\\_download.htm](http://www.sil.org/computing/ipahelp/ipahelp_download.htm) (29.4M)  
<http://www.coelang.tufs.ac.jp/ipa/index.htm> (TUFS Language Module)  
<http://www.uiowa.edu/~acadtech/phonetics/> (American English, Spanish and German)  
• Free acoustic analysis software  
SpeechAnalyser <http://www.sil.org/computing/speechtools/download.htm> (131 M)  
WaveSurfer <http://www.speech.kth.se/wavesurfer/> (1.6 M)  
Praat <http://www.fon.hum.uva.nl/praat/> (1.9 M)

### **Assessment:**

100 points  
Class participation: 28 points (1 point × 28 classes)  
Quiz: 20 points (4 points × 5 quizzes)  
Iwashi perception test: 5 points (1 point × 5 tests)  
Midterm exam: 23 points  
Final exam: 24 points

### **Policies & Remarks:**

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

- (1) The first half of the course will focus on ‘ articulatory phonetics ’ -we will learn the IPA. During the last part of the course, we will turn to ‘ acoustic phonetics ’ -we will analyze speech sounds we have learned in the first half of the course by computer and ‘ perceptual phonetics ’ -we will have 8 Tokyo Accent tests, Iwashi. The last 5 tests will be counted as points.
- (2) The readings are not lengthy, but they contain a lot of new information and a good amount of technical terminology. Keep a running list of the new technical vocabulary you encounter. With the exception of the first class, all readings are to be done before the relevant class.
- (3) It takes time to get used to acoustic analyses. I hope you allow time for it. You might need long practice to be able to read spectrogram accurately for getting good scores in the quiz and final examination.
- (4) There will be 5 quizzes and 2 exams, a midterm and a final examination. Quizzes will cover recently-discussed material. The midterm covers the material for the first half of the course, and the final is comprehensive. Perception tests, Iwashi, will be given during the first 10-15 minutes of class, so if you are late, you will miss your only opportunity to take the tests.

#### **POLICIES**

- (1) Attendance is an essential part in this course. If a student is absent 5 times and more without any written proof of inevitable circumstances or any prior notice, his/her grade will be drop one full letter grade (A B). Late arrival after starting class shall be considered tardy. Three instances of tardy will be counted as one instance of absence.
- (2) At the discretion of the instructor, make up quizzes and exams will be given in cases of documented illnesses and/or emergencies. No make-up Iwashi tests are allowed.
- (3) There will be NO curve applied in the final grade evaluation. You are going to be

evaluated by the scale of achievement points.

**Class Schedule:**

**Week 1:**

9/2 introduction

9/7 articulatory phonetics, acoustic phonetics, auditory phonetics

Reading: Textbook 3-1, 5-1, 5-2

**Week 2:**

9/9 standard Japanese, phone, phoneme, minimal pair

9/14 allophone, phonetics vs. phonology,

Reading: Textbook 5-3.

**Week 3:**

9/16 articulation, organs of speech (articulatory anatomy)

9/21 IPA, consonants, initiation, phonation, articulation

Reading: Textbook 7-1

**Week 4:**

9/28 Quiz 1, Japanese consonants 1

Reading: Textbook 7-1 ~ 7-20

9/30 Japanese consonants 3

**Week 5:**

10/5 Japanese consonants 3

Reading: Textbook 5-4, 6-1, 6-2

10/7 Japanese vowels

**Week 6:**

10/14 vowel devoicing

Reading: Textbook 8-1, 8-2, 8-3

10/19 Quiz 2, Japanese special morae 1

**Week 7:**

10/21 Japanese special morae2

Reading: Textbook 4-1, 4-2

10/26 Syllable, Mora,

Reading: Textbook 4-3, 4-4, 4-5, 4-6, 4-7, 4-8

**Week 8:**

10/28 Quiz 3, Tokyo Japanese accents

Reading: Textbook 4-9

11/2 intonation, prominence, rhythm

**Week 9:**

11/4 Mid-term

11/9 evaluating someone ' s Japanese (Recording), evaluating learner ' s Japanese

**Week 10:**

11/11 Iwashii 1, introduction to acoustic analysis by computer

11/16 Iwashii 2, analyzing Japanese consonants1

**Week 11:**

11/18 Iwashii 3, analyzing Japanese consonants2

11/25 Quiz 4, Iwashii 4, analyzing Japanese 5 vowels

**Week 12:**

11/30 Iwashii 5, vowel devoicing, segmentation

**Week 13:**

12/2 Iwashii 6, analyzing Japanese special morae

**Week 14:**

12/7 Iwashii 7, analyzing word accents and sentence-final intonations

12/9 Iwashii 8, Quiz 5, review

**Week 15:**

12/14 final examination

12/16 analyzing the result of Iwashii tests (description & explanation)

**NOTE:**

Class schedule can be changed to meet our needs and students ' understanding.

**JLT230-1 Teaching Japanese as a Second Language** (2008curriculum 3 credits)  
**JAL230-1 Teaching Japanese as a Second Language I** (2004curriculum 3 credits)

Yuko Abe

Year: 2010  
Semester: Fall  
Meeting-time/day: Tuesday, Thursday 10:30-11:45  
Office: A3-17  
Office Hours: TBA  
E-mail: yukoabe@aiu.ac.jp  
Website:

**Course Description:**

This course is designed for students to become familiar with the methods of teaching Japanese as a foreign language. Because of the nature of the class, native or near-native fluency in Japanese is required. The class will be conducted in Japanese, although some technical terminology may be introduced in English. Students will be often asked to write homework assignments in Japanese and classroom discussion will be in Japanese only.

Topics covered in this course include:

- 1) Techniques and methods in teaching Japanese
  - Differences between English and Japanese
  - Analysis of errors that international students have made
  - General teaching methods for second language acquisition
  - Learn how to design an elementary level Japanese language class
- 2) Grammatical issues on Japanese as a second language
  - Learn Japanese grammar as a second language
  - Understand the difference between classroom Japanese and daily-used Japanese

Since the class is conducted mainly i

**Objectives:**

Upon successful completion of the course, students will show confidence and have relevant knowledge for conducting elementary level Japanese classes. Through presentation and conducting mini-lessons, students will have training for teaching Japanese. Since discussion is often conducted in class, students are expected to participate actively in the class by expressing their opinions.

**Expected Academic Background:**

Native or near-native fluency in Japanese is required.

**Textbook:**

高見澤孟 監修 (2004) 「新はじめての日本語教育」1 日本語教育の基礎知識 アスク  
高見澤孟 監修 (2004) 「新はじめての日本語教育」2 日本語教育の基礎知識 アスク

**Reference Books/Other Study Materials:**

Omaggio, Alice (1986). Teaching Language in Context, Boston, Mass.: Heinle & Heinle Publishers

Banno, E. and others (1999). An Integrated Course in Elementary Japanese "Genki" Vol. I & II, The Japan Times

Makino, S. & Tsutsui, M. (1989). A Dictionary of Basic Grammar. The Japan Times

**Assessment:**

Attendance & class participation 15 %

Homework assignments 30 %

Discussion Leader/ Mini-lessons 25 %

Mid-term exam 15 %

Final exam 15 %

**Policies & Remarks:**

Discussion leader

Students will be appointed to be the discussion leader to present a summary of the assigned reading and act as a discussion leader to facilitate the class discussion on the topic. Handout and other materials for presentation/discussion are expected to prepare by students if necessary.

Mini-lessons

Each student will give at least two mini-lessons in this course. Students will be assigned a grammatical item and/or a chapter from a textbook to conduct a lesson. When one student is conducting the lesson, other students are expected to act as "students in Japanese class". When giving a mini-lesson, students have to write a lesson plan and turn it in before the lesson is conducted. It is students' responsibility to make handouts, visual aids and other materials.

**Class Schedule:****Week 1:**

Introduction 外国語としての日本語

**Week 2:**

日本語の音声

**Week 3:**

いろいろな外国語教授法

**Week 4:**

いろいろな外国語教授法

**Week 5:**

日本語の文法と指導法

**Week 6:**

日本語の文法と指導法

**Week 7:**

日本語の文法と指導法

**Week 8:**

日本語の文法と指導法

Mid Term Exam

**Week 9:**

初級の教え方 コースデザイン、教材

**Week 10:**

初級の教え方 いろいろな練習方法 レッスン・プランの書き方

**Week 11:**

初級の指導法+mini-lesson、

**Week 12:**

初級の指導法+mini-lesson、

**Week 13:**

初級の指導法+mini-lesson、

**Week 14:**

初級の指導法+mini-lesson、

**Week 15:**

評価

**NOTE:**

The class will be conducted in Japanese.

**ENG180-1 Introduction to Linguistics** (2008curriculum 3 credits)  
**LNG180-1 Linguistics** (2004curriculum 3 credits)

**Kirby Record**

Year: 2010  
Semester: Fall  
Meeting-time/day: WF 12:30-13:50  
Office: EAP Office  
Office Hours: TBA  
E-mail: kirby@aiu.ac.jp  
Website:

**Course Description:**

**COURSE DESCRIPTION:**

Linguistics 180 offers students an introduction to language by viewing similarities and differences among a variety of languages from a scientific point-of-view. A study of the uniqueness of human language also means looking at the human mind and the relationship of cognition to language. In this course, we will think about questions like: What is language? What does it mean to know a language? In what ways do people acquire their first language? How do they acquire additional languages? How might language influence identity?

Linguistics is comprised of several formal areas of study: words (morphology), sentences (syntax, what most people call “ grammar ” ), meanings (semantics), and sounds (phonetics and phonology). It also includes the study of how knowledge about language is applied in social situations in different cultures (sociolinguistics), and how people learn language (language acquisition). We will study each of these aspects of language.

Finally, this course is also a good “ companion course ” while studying other subjects in a second or foreign language: students may gain insights into their own language in comparison to other languages. Linguistics 180 will not be limited to studying a few “ popular ” languages, but will consider a variety of languages from around the world. In this sense, the course serves as an introduction to the diverse range of languages and language types spoken across the globe. Because human languages are so diverse, and language is, itself, integral to the construction of culture, it follows that linguistic knowledge is essential for students majoring in “ global ” areas of study.

It is safe to assume that students who have completed this course will never think about language in the same way again. It may profoundly change the way students look at language and its relationship to human thought and cognition more broadly.

**Objectives:**

**COURSE OBJECTIVES:**

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

- describe the internal structure of words
- find and explain the structure of words
- diagram the internal structure of sentences
- find and explain sentence structure from language examples
- explain how and why ‘ meaning ’ differs (within a language or across languages)
- transcribe words phonetically
- apply pronunciation rules
- find pronunciation rules from language examples
- compare languages and dialects in terms of sociolinguistic considerations
- describe how language and power are inextricably linked

**Expected Academic Background:**

Composition I strongly recommended

**Textbook:**

Class Materials: An Introduction to Language (Ninth Edition)

by Victoria Fromkin, Robert Rodman, & Nina Hyams

The instructor may provide additional readings

**Reference Books/Other Study Materials:**

Several films will be required out of class

**Assessment:**

Assessment Criteria

20% Discussion/In-class activities/homework

30% Quizzes Quizzes will be weekly or bi-weekly, announced and unannounced.[Quizzes cannot be made up but lowest score will be dropped].

30% Midterm Exam

20% Final Exam

**Policies & Remarks:**

Attendance is very important; homework is essential

**Class Schedule:**

**Week 1:**

Introduction to Language

**Week 2:**

Brain and Language

**Week 3:**



Morphology

**Week 4:**

Morphology/Syntax

**Week 5:**

Syntax

**Week 6:**

Semantics

**Week 7:**

Semantics/Phonetics

**Week 8:**

Phonetics/Phonology

**Week 9:**

Phonology

**Week 10:**

Phonology

**Week 11:**

Midterm Exam

Psycholinguistics

**Week 12:**

Psycholinguistics

**Week 13:**

Language and Society

**Week 14:**

Language and Society

**Week 15:**

Conclusion

Final Exam

**NOTE:**

Linguistics is a very important course for students interested in twentieth century intellectual history and thought. It is essential background for the study of many fields, especially applied linguistics & language teaching, sociolinguistics, anthropology,

sociology and numerous other fields.

**ENG181-1 Sociolinguistics** (2008curriculum 3 credits)  
**ENG181-1 Sociolinguistics** (2004curriculum 3 credits)

YihYeh PAN

Year: 2010  
Semester: Fall  
Meeting-time/day: Monday and Wednesday  
Office: A2-8  
Office Hours: TBA  
E-mail: yipan@aiu.ac.jp  
Website:

**Course Description:**

This is an introductory course in sociolinguistics. Sociolinguistics is a broad field, which includes many types of research and research methodology. However, in a general sense we can define sociolinguistics as the study of how societies and languages interact and the linguistic behaviors and attitudes that develop or are challenged as a result of this interaction. In other words sociolinguistics looks at how language functions socially, how individuals and groups actually use language and what this “ says ” about them/us. This course will introduce students to some of the topics and concerns within sociolinguistics, such as gender, geography, social class, ethnicity, and national origin, and it will provide students with opportunities to consider their own language use in different contexts.

**Objectives:**

- 1.define and give examples of sociolinguistic terms and concepts covered in the course
- 2.actively discuss the readings in class
- 3.write three position papers on issues in sociolinguistics, two of which will include outside research
- 4.critique and lend support to their peers in the form of written responses to their position papers
5. formally present one of their papers to the class for discussion and critique

**Textbook:**

Holmes, J. (2001). An Introduction to Sociolinguistics (2nd ed.) Pearson ESL.

**Assessment:**

1. In-class Quizzes 35%
2. 3 Position Papers 50%
3. Presentation & In-class discussion 15%

**Class Schedule:**

**Week 1:**

Week 1: Introduction to sociolinguistics and the course requirements

Reading: Holmes-- Chapter 1

Additional reading on sociolinguistics given by instructor

**Week 2:**

Multilingual speech communities: Diglossia, Code-switching etc.

Reading: Holmes-- Chapter 2

**Week 3:**

Issues of language maintenance and language shift

Reading: Holmes—Chapter 3

**Week 4:**

Varieties of speech: Vernacular & standard speech, Lingua francas

Reading: Holmes—Chapter 4

Writing: Draft 1 of 1st position paper due/Discuss & give feedback in class

**Week 5:**

: Language planning: Official languages

Reading: Holmes—Chapter 5

Writing: Draft 2 of 1st position paper due

•Wednesday, Outside Reading Presentation (Group 1)

**Week 6:**

Regional & social dialects

Reading: Holmes—Chapter 6

Additional reading given by instructor

**Week 7:**

Language change and reasons for it

Reading: Holmes—Chapter 9

Writing: Draft 1 of 2nd position paper due/Discuss & give feedback in class

•Guest Speaker in class

**Week 8:**

Influence of sex & age on language use

Reading: Holmes—Chapter 7

Additional reading given by instructor

Writing: Draft 2 of position paper 2 due

•Wednesday, Outside Reading Presentation (Group 2)

**Week 9:**

Ethnicity (& Race)

Reading: Holmes – Chapter 8

Additional reading given by instructor

**Week 10:**

Style & Register: Accommodation Theory

Reading: Holmes—Chapter 10

- Wednesday, Outside Reading Presentation (Group 3)

**Week 11:**

Politeness & Cross-cultural communication

Reading: Holmes—Chapter 11

Writing (preparation): Decide on final paper topic by this week/Find appropriate research articles.

- Guest Speaker in class

**Week 12:**

Politeness & gender issues

Reading: Holmes—Chapter 12

Additional reading given by instructor

Writing (preparation): Bring outside research articles to class to discuss

- Wednesday, Outside Reading Presentation (Group 4)

**Week 13:**

Language attitudes

Reading: Holmes—Chapter 13

Additional reading given by instructor

Writing: Draft 1 of final paper due/Discuss & give feedback in class

**Week 14:**

Sociolinguistics & education

Reading: Reading given by instructor

Writing: Draft 2 of final paper due

- Wednesday, Outside Reading Presentation (Group 5)

**Week 15:**

Final Paper Presentations

Concluding remarks

Course/Teacher Evaluations

**ENG200-1 Introduction to Applied Linguistics** (2008curriculum 3 credits)  
**ENG200-1 Introduction to Applied Linguistics** (2004curriculum 3 credits)

Kola Olagboyega

Year: 2010  
Semester: Fall  
Meeting-time/day: 10:30 - 11:45 Monday and Wednesday  
Office: A2-15  
Office Hours: Monday and Wednesday 9:00am - 11:00am  
E-mail: kolawaziri@aiu.ac.jp  
Website:

**Course Description:**

This course offers an introduction to the major research findings about the ways in which a person learns another language. As such, the course will serve as starting point for those who wish to teach a foreign language. Current research in second and foreign language acquisition (S/FLA) will be considered, analyzed, and discussed throughout the course, with special attention given to the application of theory to formal classroom learning (and teaching). Included in the course is a focus on the differences between learning one's first language (L1) and learning a foreign language (L2, or FL). Because the FL learning context is different from a second language (SL) context (where the target language is used both within and outside the classroom), special attention will be given to describing and defining the local FL context in Japan. Finally, this course will look at individual differences in language learning. In this course students will consider findings from sociolinguistics, psycholinguistics, and literacy-based research.

**Objectives:**

Students will...

- (1) become familiar with the field of S/FLA
- (2) discuss what it means to learn another language
- (3) consider their own strategies for learning another language
- (4) be exposed to the complex interdisciplinary basis of S/FLA
- (5) explore theoretical explanations for S/FLA
- (6) consider individual learner differences and reasons for them
- (7) become familiar with developmental sequences in learner language
- (8) develop practical approaches to formal classroom FL teaching

**Expected Academic Background:**

LING 180

**Textbook:**

Class Materials:

- (1) Lightbown, P.M. & Spada, N. (2004). How languages are learned, revised edition. Oxford, UK: Oxford University Press.

(2) Rubin, J. & Thompson, I. (1994). How to be a more successful language learner, 2nd edition. Boston, MA: Heinle & Heinle.

(3) additional reading packet of journal articles

\*on reserve in library:

Bialystok, E. & Hakuta, K. (1994). In other words: The science and psychology of second-language acquisition. NY: BasicBooks.

Doughty, C.J. & Long, M.H. (Eds.). (2003). The handbook of second language acquisition. Malden, MA: Blackwell.

Ellis, R. & Barkhuizen, G. (2005). Analysing learner language. Oxford, UK: Oxford University Press.

van Lier, L. (1999). Interaction in the language curriculum: Awareness, autonomy & authenticity. London: Longman.

**Assessment:**

Throughout the course, frequent reading quizzes will be given for the assigned texts. Students should come to class prepared for these quizzes, having read the assigned texts in advance.

Students will write 2 Brief Papers (BP) on topics of their personal interest. Each paper will be 4-5 pages long. Guidelines for completing these response papers will be provided at the first class meeting. One of these papers will be based upon observing an actual FL class at AIU or elsewhere.

At the end of the course, each student will write a 5-6-page analytical paper (AP) in which he/she analyzes the issue which most captured his/her attention within the course—and demonstrate how that topic relates to his/her ideas about teaching an FL. The paper can critique a topic or idea presented in the course or be an exploratory paper which attempts to apply a topic from the course in the development of a teaching plan (blueprint).

**Final Course Grade**

- 15% in-class discussions
- 15% reading quizzes
- 40% brief papers (BP)
- 30% analytical paper (AP)

**Class Schedule:**

**Week 1:**

Week 1

Introduction to course

Reading (Discuss):

Lightbown & Spada (L&S), Questionnaire on language learning

“ Learning a first language ” (Chapter 1, begin)

Reading packet (RP) TBA

Quiz #1

**Week 2:**

Week 2

Reading (Discuss):

L&S, “ Learning a first language ” (1, continued)

RP, TBA

Quiz #2

**Week 3:**

Week 3

Reading (Discuss):

L&S, “ Theoretical approaches to explaining second language learning ” (2, begin)

RP, TBA

Quiz #3

**Week 4:**

Week 4

Reading (Discuss):

L&S, “ Theoretical approaches to explaining second language learning ” (2, continue)

RP, TBA

Quiz #4

**Week 5:**

Week 5

Reading (Discuss):

L&S, “ Factors affecting second language learning ” (3, begin)

RP, TBA



Quiz #5

**Week 6:**

Week 6

Reading (Discuss):

L&S, “ Factors affecting second language learning ” (3, continue)

RP, TBA

Writing:

BP #1: Ways to Conceptualize Language Learning (directions given in class)

Quiz #6

**Week 7:**

Week 7

Reading (Discuss):

L&S, “ Learner language ” (4)

RP, TBA

Quiz #7

**Week 8:**

Week 8

Reading (Discuss):

L&S, “ Observing second language teaching ” (5, begin)

Rubin & Thompson (R&T), Chapters 1-3

Quiz #8

**Week 9:**

Week 9

Reading (Discuss):

L&S, “ Observing second language teaching ” (5, continue)

R&T, Chapters 4-7

Quiz #9

**Week 10:**

Week 10

Reading (Discuss):

L&S, “ Second language learning in the classroom ” (6, begin)

R&T, Chapters 8-10

Writing:

BP #2: Classroom Observation (directions given in class)

Quiz #10

**Week 11:**

Week 11

Reading (Discuss):

L&S, " Second language learning in the classroom " (6, continue)

R&T, Chapters 11-12

Quiz #11

**Week 12:**

Week 12

Reading (Discuss):

R&T, Chapters 13-15

RP, TBA

Quiz #12

**Week 13:**

Week 13

Reading (Discuss):

L&S, " Popular ideas about language learning " (7)

RP, TBA

Writing:

AP: A Key Idea in S/FLA (directions given in class) -- Draft #1

Quiz #13

**Week 14:**

Week 14

Reading (Discuss):

RP, TBA

Writing:

AP: A Key Idea in S/FLA -- Draft #2

Quiz #14

**Week 15:**  
Week 15

Discuss:  
Review of course

Course / Instructor Evaluation

**HPE110-1 Health & Physical Education Activity I (2008curriculum 1 credits)**  
**HPE110-1 Health & Physical Education Activity I (2004curriculum 1 credits)**

HEMMI, Yojiro

Year: 2010  
Semester: Fall  
Meeting-time/day: 15:30-17:10, Tuesday  
Office: A2-5  
Office Hours: by appointment  
E-mail: hemmi@aiu.ac.jp  
Website:

**Course Description:**

It is widely recognized that appropriate engagement in exercise and sports reduces the risk of certain diseases in adults and provides positive influence on the mental health of those who participate. This course offers two team sports, volleyball and futsal, which can be practiced regardless of individual skills, physical strength, or gender. It is hoped that acquiring the basic skills and learning the rules for these activities that students will continue to engage in sports throughout their lives. This course will help students maintain their physical and mental health.

**Objectives:**

The purpose of this course is to offer students opportunities for participating in sports activities which promote a lifetime of good health and general wellness. This course introduces students to basic skills and knowledge of the particular team sports. Students are expected to improve their skills and understanding of the basic rules of these activities. Students are also expected to cooperate with other team members.

**Expected Academic Background:**

Full-Time matriculated AIU Student

**Textbook:**

None

**Reference Books/Other Study Materials:**

The instructor will provide rules handouts for both activities on the first day of class.

**Assessment:**

A 95% to 100%  
A- 90% to 94%  
B+ 87% to 89%  
B 83% to 86%  
B- 80% to 82%  
C+ 77% to 79%  
C 73% to 76%  
C- 70% to 72%

D+ 66% to 69%  
D 60% to 65%  
F less than 60%

**Grading Criteria:**

Class attendance 50%  
Class Participation 30%  
Quizzes (basic rules of the activities) 20%

**Policies & Remarks:**

Academic misconduct in any form is in violation of the AIU rules. This includes copying or sharing answers on tests or assignments, plagiarism, or having someone else do your academic work.

Students must follow the instructor ' s directions (participation points.)

In all cases of absence, students are expected to communicate with their instructor via-e-mail to explain their absence.

For each absence, 5 points of the class attendance point will decrease. Students with more than 3 un-excused absences will fail the course.

If students need to be off campus (ex. job-hunting, doctor ' s appointment), they must consult with the instructor in advance.

Students should be at the Multi-Purpose Hall on time. Participation points will be decreased if students are habitually late (5 minutes or more.)

Quizzes are 20% of the final grade. Students who have an unexcused absence on the day a quiz is given will be unable to make up the quiz.

This course will offer 1 credit for 2 class units (of 50 minutes each) combined into one 100 minute class.

No cell phone use is allowed during class.

Students must bring indoor shoes for this course.

Athletic clothing is required (no casual clothes are allowed.)

Students must help put away equipment and clean the facility at the end of class.

No food is allowed in the facilities. However, a bottle of water (sports drink) is recommended.

**Class Schedule:**

**Week 1:**

Introduction Course outline

**Week 2:**

Volleyball Receiving and setting

**Week 3:**

Volleyball Formation, mini games

**Week 4:**

Volleyball Attacking and setting

**Week 5:**

Volleyball Attacking and setting

**Week 6:**

Volleyball Games

**Week 7:**

Volleyball Games

**Week 8:**

Volleyball Quiz

**Week 9:**

Futsal Passing and trapping

**Week 10:**

Futsal Passing and shooting

**Week 11:**

Futsal kicking and dribbling

**Week 12:**

Futsal Tactics, mini games

**Week 13:**

Futsal Games

**Week 14:**

Futsal Games

**Week 15:**  
Futsal Quiz

**NOTE:**

The schedule and the meeting place may be altered. Any change will be notified in advance

**HPE130-1 Health & Physical Education Activity III (2008curriculum 1 credits)**  
**HPE130-1 Health & Physical Education Activity III (2004curriculum 1 credits)**

Kiyotaka KATO

Year: 2010  
Semester: Fall  
Meeting-time/day: Tuesday 14:20-16:20  
Office: A4-1  
Office Hours: by appointment  
E-mail: kkato@aiu.ac.jp  
Website:

**Course Description:**

It is widely recognized that appropriate engagement in exercise reduces the risk of certain diseases in adults and provides positive influence on mental health of those who participate. This course offers “ walking ” as a mean to improve physical and mental health. Walking is a very good aerobic exercise that can improve cardiovascular fitness and preventing from metabolic syndrome without sports disorder. In addition, this course offers light fitness exercise and sports activities to improve muscle strength and agility. Students will acquire basic knowledge of aerobic exercise and strength training and develop their fitness levels.

**Objectives:**

The purpose of this course is to offer students opportunities for participating in exercise activities promoting their lifetime good health and general wellness. This course will instruct students basic skills and knowledge of the aerobic and strength training. Students must try to improve their fitness levels of and to understand basic knowledge of the training. Students are also expected to improve their communication skill through the exercise.

**Textbook:**

The instructor will provide handouts if necessary.

**Assessment:**

Class attendance: 50 %  
Participation: 20 %  
Essay: 20 %  
Exercise behavior Log: 10 %

**Class Schedule:**

**Week 1:**

Introduction/ Course outline, proper shoes, and Walking

**Week 2:**

Basic theory of aerobic exercise and strength training, and Walking



**Week 3:**

Walking and strength training

**Week 4:**

Walking and strength training

**Week 5:**

Walking and strength training

**Week 6:**

Walking and strength training

**Week 7:**

Walking and strength training

**Week 8:**

Walking and strength training

**Week 9:**

Walking and strength training

**Week 10:**

Walking and strength training

**Week 11:**

Walking and strength training

**Week 12:**

Walking and strength training

**Week 13:**

Walking and strength training

**Week 14:**

Walking and strength training

**Week 15:**

Walking and strength training

**HPE150-1 Health & Physical Education Lecture** (2008curriculum 1 credits)  
**HPE150-1 Health & Physical Education Lecture** (2004curriculum 1 credits)

Kiyotaka KATO

Year: 2010  
Semester: Fall  
Meeting-time/day: Tuesday 10:30-11:20  
Office: A4-1  
Office Hours: by appointment  
E-mail: kkato@aiu.ac.jp  
Website:

**Course Description:**

Today, many, if not most, people who live in developed countries believe that physical activity, such as sports and exercise, is one of the best ways to maintain their health. However, the physiological impact of sports is just one aspect of sports. Sports affect people and their lives many ways. For example, the prosperity of professional sports leagues provides opportunities for people to watch sports as a leisure activity. These people may receive psychological benefits from watching these games. However, whereas sports leagues may bring positive economic impacts, they may also bring negative social impacts on their home towns. In order to evaluate the impacts of the professional sports leagues, social science perspectives, such as sociology and psychology, are very crucial. This course offers students opportunities to consider aspects of sport that influence us and our society using social science perspective.

**Objectives:**

The objective of this course is to provide the students with a comprehensive understanding of sport through a social science perspective to critically analyze various aspects of sport.

**Textbook:**

There is no required text book in this course. However, the instructor gives you reading assignments when needed.

**Assessment:**

Attendance: 15%  
Writing assignment 1: 15%  
Group presentation & paper: 35%  
Final exam: 35%

**Class Schedule:**

**Week 1:**

Course introduction, Why do we study sport through social science?

**Week 2:**

The issues which is surrounding the sports society.  
Movie “ The Program ”

**Week 3:**

The issues which is surrounding the sports society.  
Movie “ The Program ”

**Week 4:**

Big time college sports, Sports and commercialism

**Week 5:**

Doping: Why it is evil?

**Week 6:**

Sports and media

**Week 7:**

Sports marketing

**Week 8:**

Mega sports events

**Week 9:**

Professional sports leagues in the world

**Week 10:**

Professional sports leagues in Japan

**Week 11:**

Ozumo: Is it a sport?

**Week 12:**

Koshien (High school baseball): Is it needed?

**Week 13:**

Sports and city development

**Week 14:**

Group presentation and discussion

**Week 15:**

Group presentation and discussion

**NOTE:**

The schedule may be altered. Any change will be notified in advance.

**JAS110-1 SADO: Tea Ceremony** (2008curriculum 2 credits)

**JAS110-1 SADO: Tea Ceremony** (2004curriculum 2 credits)

Mihoko Chiba

Year: 2010

Semester: Fall

Meeting-time/day: Wed 15:30-17:10

Office:

Office Hours:

E-mail: chibamihoko@aiu.ac.jp

Website:

**Course Description:**

Tea Ceremony, Chanoyu, is one of the oldest cultural traditions in Japan. It is a composite discipline bringing together many Japanese arts and customs such as literature, flower arrangement, calligraphy, painting, tearoom design and handicrafts (lacquer ware, bamboo, ceramics and ironwork). The traditional arts mentioned above are still widely practiced in Akita. Therefore, students will have an opportunity of not only learning from lectures, but also through practices and field trips as well.

It is in the tea gathering that students come to experience the separate tea arts. In this semester, a folk tale will provide the thematic background for the preparation and celebration of tea. Students will study and gather information about this tale in order to plan and create their own tea gathering.

**Objectives:**

This course is designed to acquaint students with many aspects of Japanese culture through the study of Chanoyu in both English and basic Japanese. The aim of this course is to provide students with a basic comprehension of the history and philosophy of Chanoyu. In addition, students are encouraged to master the basic techniques and procedures followed in tea ceremony.

**Expected Academic Background:**

none

**Textbook:**

Sen Soshitsu XV, Urasenke Chanoyu Handbook One, Urasenke foundation, 1980. \* Each student is required to purchase a tea set for practice.

\* Supply fee will be charged.

**Reference Books/Other Study Materials:**

Okakura, Kakuzo. The Book of Tea Rutland & Tokyo: Charles E. Tuttle Co.,1956

Sadler,A.L. CHA-NO-YU: The Japanese Tea Ceremony. Rutland & Tokyo: Charles E.Tuttle Co.,1962.

Sen, Soshitsu XV. Tea Life, Tea Mind Tokyo: John, Lnc., 1979.

Sen, Soshitsu XV, ed. Alfred Birnbaum, tr.CHANOYU: The Urasenke Tradition of Tea. New York & Tokyo: John Weather hill, Inc., 1988

Varley, Paul & Kumakura, Isao, eds. Tea in Japan . Honolulu: University of HawaPress, 1989.

Fujioka, Ryoichi. Louise Allison Cort, tr. Arts of Japan 3: Tea Ceremony Utensils.Tokyo:/Shibundo,1973.

**Assessment:**

- (1) There will be a mid-term examination and final examination during the semester.
- (2) There will be announced quizzes through out the semester. There will be NO make-up allowed for a missed quiz.
- (3) Writing assignment: one short essay is required for the class. The paper must be typed, double-spaced. The topic for the paper will be related to the theme of the tea gathering.

Examination40%

Mid-term20%

Final20%

Quizzes(2x10 )20%

Practice20%

Writing assignment20%

**Class Schedule:**

**Week 1:**

Class Introduction (Lecture), Hand Out

**Week 2:**

Tea gathering\*\*\*

**Week 3:**

Basic Procedure (Practice), p2-4,p14-54

**Week 4:**

Philosophy,Quiz, p109-126

**Week 5:**

Ryakubon (Practice), Quiz, p109-126

**Week 6:**

Japanese Garden and Kurosawa House(Field Trip)\*

**Week 7:**

Tea House, Tea Garden (Lecture), Hand Out, Ryakubon (Practice)

**Week 8:**

Midterm, Practical Examination

**Week 9:**

CHIBA Tea House (Field Trip)\*

**Week 10:**

Lacquer ware (Lecture), Hand Out

**Week 11:**

Planning and Discussion of the Tea Gathering (Lecture), Research on the Folk Tale, Hand Out

**Week 12:**

History (Lecture), p 5 – 14

**Week 13:**

Tea Gathering\*\*

**Week 14:**

Final Examination

**NOTE:**

\* They will be changed according to school bus and tea house.

\*\* A tea gathering will be held. To be arranged for a 3 hour tea gathering , open to faculty, students and guests : there will be some preparation for the tea gathering in the afternoon of the day of the tea gathering. Please leave the time open on your calendar.

\*\*\*The special two tea gatherings (500en) and lecture by Mr. Amae kishichiro (the chairman of Urasenke international association,President Kyoto International Conference Center) 9/12(Sun) on campus.

**JAS120-1 SHODO: Calligraphy** (2008curriculum 2 credits)

**JAS120-1 SHODO: Calligraphy** (2004curriculum 2 credits)

Machiko OMORI

Year: 2010

Semester: Fall

Meeting-time/day: Mon 15:30-17:10

Office:

Office Hours:

E-mail: omori-machiko@aiu.ac.jp

Website:

**Course Description:**

The calligraphy works convey the creator ' s originality. The creator ' s can display their style in their works of calligraphy. The eyes can feel not only the character ' s meaning but also the creator ' s feelings. Our ancestors created SHODO (Japanese calligraphy). It was suitable for its time, and they passed it down to the next generations. We should try to understand how our ancestors dealt with and used SHODO, so we can find an expression of SHODO which is fitting for the present day. This course will help you discover how you can use SHODO to express your creativity and spirit.

**Objectives:**

To learn the techniques of calligraphy and to be able to utilize it effectively to convey meaning.

**Expected Academic Background:**

No prior experience is necessary.

**Textbook:**

The course has no textbook. All materials are prepared by the instructor for the students..

**Reference Books/Other Study Materials:**

The instructor prepares it and/or refers students to the desired material.

**Assessment:**

Attendance 40%

Report and student's work 60%

The student's attendance will be counted as part of their grade.

Every class the students will present their reports and/or works.

**Policies & Remarks:**

This course requires certain materials to learn/do SHODO (brushes, paper, etc). So the students must prepare and bring them to every class. The instructor will comment on



what materials will be used or need to be brought during class.

**JAS130-1 KADO: Flower Arrangement** (2008curriculum 2 credits)  
**JAS130-1 KADO: Flower Arrangement** (2004curriculum 2 credits)

Mihoko Chiba

Year: 2010

Semester: Fall

Meeting-time/day: Tue 15:30-17:10

Office:

Office Hours:

E-mail: chibamihoko@aiu.ac.jp

Website:

**Course Description:**

This is an experience course of Japanese culture whose contents are the practice of Japanese flower arrangement, lectures on flower, field trips, a guest instructor, student demonstrations.

**Objectives:**

This course is designed to acquaint students with aspects of Japanese culture through the study of Japanese flower arrangement in both English and basic Japanese. The aim of this course is to provide students with a basic comprehension of flower as culture of Japanese life. Students are encouraged to master the basic skills followed in Ikebana.

**Expected Academic Background:**

none

**Textbook:**

Kawase Toshiro, Eigode Ikebana, The Book of Ikebana

Materials are provided.

Supply fee will be charged

**Reference Books/Other Study Materials:**

Henry Mittwer, Zen Flowers, Tuttle.

Other materials are provided.

**Assessment:**

Writing assignment 40%

Mid-term examination 20%

Class demonstration 40 %

**Class Schedule:**

**Week 1:**

Class introduction (hand out), Flower and culture of Japanese life

**Week 2:**

Tea flower and tea gathering, Lecture \*\*

**Week 3:**

The function of flower (p218-229、 p188-197)

**Week 4:**

The function of flower (p218-229、 p188-197),Presentation, History of Ikebana (p27-105)

**Week 5:**

Basic idea of arrangement (p110-119), Styles of arrangement; moribana 1

**Week 6:**

Field trip to flower garden\*

**Week 7:**

Mid-term

**Week 8:**

Study of Japanese wildflower, Arrangement with wildflower, Field trip to the flower garden

**Week 9:**

Concept of Ikebana (p27-105), Approach to the theory of culture of Japanese life

**Week 10:**

Tea flower (p132-145), Performance of Hanayose no shiki, Writing a poem

**Week 11:**

Styles of arrangement; moribana 2 (p198-215)

**Week 12:**

Free styles of arrangement

**Week 13:**

Ikebana demonstration and appreciation

**NOTE:**

\*The field trip will be changed according to the flowers

\*\*Tea flower and tea gathering, lecture by Mr. Amae Kishichiro (the chairman of Urasenke international association, President Kyoto International Conference Center) will be held on campus on 9/12( Sun)

**JAS155-1 Japanese Religion** (2008curriculum 3 credits)

**JAS160-1 Japanese Religion** (2004curriculum 3 credits)

Soho Machida

Year: 2010

Semester: Fall

Meeting-time/day: 11:30-13:00 on the lecture day

Office: B3-2

Office Hours: 11:30-13:00 on the lecture day

E-mail: soho@hiroshima-u.ac.jp

Website: <http://home.hiroshima-u.ac.jp/soho/>

**Course Description:**

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

**Objectives:**

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

**Textbook:**

Lecture note will be provided in each class.

**Reference Books/Other Study Materials:**

Davis, Hadland. Myths and Legends of Japan

Earhart, H.Byron Religion in the Japanese Experience, Thomson Wadsworth

Earhart, H.Byron Japanese Religion, Thomson Wadsworth

Endo, Shusaku. Silence

Hori Ichiro, eds. Japanese Religion

Ian Reader eds. Japanese Religions: Past & Present

Machida Soho Renegade Monk: Honen and Japanese Pure Land Buddhism

Morton, W. Scott. Japan: Its History and Culture

Suzuki, Daisetz. Zen and Japanese Culture

Whelan, Christal. The Beginning of Heaven and Earth

**Assessment:**

Attendance (10%), Participation in class (10%), Group Projects (80%)

**Policies & Remarks:**

PRESENTATIONS: Strictly 30 mins. , maximum number of slides: 8, including cover page.

Note: Concerning your first presentation, “ Odd Festival ” , you must inform me of your choice by Sept. 25. First come, first served.

Key Points: 1. Analysis of Topic 2. Logical Coherence 3. References  
4. Slide Design 5. Performance 6. Clarity 7. Coordination 8. Positive Q&A

**Class Schedule:**

**Week 1:**

(9/10) Class 1: Japanese Mythology 日本の神話

Film: Ise Shrine, Itsukushima Shrine 伊勢神宮、厳島神社

**Week 2:**

(9/17) Class 2: Spiritual Heritage of Ainu アイヌの精神遺産

Film: Iomante イオマンテ

**Week 3:**

(10/1) Class 3: Folk Belief of Okinawa 沖縄の民俗信仰

Film: Izaiho イザイホー, Kudaka Island 久高島

**Week 4:**

(10/8) Class 4: Mountain Worship 山岳信仰

Film: Suwa Onbashira Festivals諏訪大社の御柱祭

**Week 5:**

(10/15) Class 5: Students' Presentations Topic: Odd Festivals in Japan 奇祭

**Week 6:**

(10/29) Class 6: Mountain Asceticism 修験道

Film: Monks of Mt. Hiei 比叡山回峰行

**Week 7:**

(11/5) Class 7: History of Japanese Buddhism 日本仏教史

Film: Tea Ceremony 茶道

**Week 8:**

(11/19) Class 8: Spirit of Zen 禅の精神

Film: Eihei Ji Monastery 永平寺

**Week 9:**

(11/26) Class 9: Hidden Christians 隠れキリシタン

Film: Shogun 「将軍」

**Week 10:**

(12/10) Class 10: Students' Presentations Topic: New Religions in Japan 新宗教

**NOTE:**

SOHO MACHIDA: Professor, Graduate School of Integrated Arts & Sciences, Director,

Center for Ecological Peace Studies, Hiroshima University. He was born as a son of Haiku poet in 1950. He practiced as a Zen monk for 20 yrs. in a conservative monastery of Kyoto, but left for the US in 1984. He has MA from Harvard University and Ph.D. from the University of Pennsylvania. Taught at Princeton University (90-98), National University of Singapore (98-00), Tokyo University of Foreign Studies (00-05) before he moved to Hiroshima in 2006. Research Areas: Comparative Religion, History of Civilization, Bioethics, and Peace Studies. He authored more than 20 books in Japanese, English and Korean, including *Renegade Monk* (University of California Press), *Can Mankind Overcome Religion?* (NHK Books), *Why Religion Prevent Peace?* (Kodansha), etc. Throughout 2010, he appears in NHK Education TV for the *心の時代* program every month.

**JAS200-1 Japanese Literature** (2008curriculum 3 credits)

**JAS240-1 Japanese Literature** (2004curriculum 3 credits)

Professor Alexander Dolin

Year: 2010

Semester: Fall

Meeting-time/day: Mon, Wed 14:00-15:15

Office: A-3-5

Office Hours:

E-mail: alexanderdolin@aiu.ac.jp

Website:

**Course Description:**

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

The course is provided with video materials featuring historic sights, biographies of various writers and various kinds of classic performances like Noh, Kabuki and Bunraku.

**Objectives:**

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

**Expected Academic Background:**

EAP Composition 2

**Textbook:**

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

A Dolin Lectures on Japanese Literature on the AIMS

**Reference Books/Other Study Materials:**

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

**Assessment:**

Homework assignments 100 points 25 %

Participation in discussions 100 points 25 %

Final examination 200 points 50 %  
Total number of points 400

**Policies & Remarks:**

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

**Class Schedule:**

**Week 1:**

Japanese Literature and Culture in the Context of World Civilization  
Folklore and the First Monuments of Literature in the Nara Period.-  
The Myths of the Kojiki ” – the Nihongi and the Fudoki.

**Week 2:**

The Poetry of the Manyoshu.

Heian Culture: The Kokinshu and other Imperial waka Anthologies.  
Waka Poetry in the Early Kamakura Period: The Shinkokinshu – Saigyō – Fujiwara Teika.

**Week 3:**

4. Great Prose Masterpieces of the Heian Period: Folklore and Setsuwa Stories - Early  
Monogatari Literature – The Genji Monogatari - Lyrical Diaries.

Presentations

**Week 4:**

Emergence of Samurai Culture in the Kamakura, Ashikaga and Muromachi Periods -  
Medieval Gunki Epic Tales - The Heike Monogatari.  
Later Medieval Gunki Epic Tales – The Taiheiki – The Gikeiki -  
History of Japan in the Mirror of Fiction (rekishi monogatari) - Zuihitsu literature

**Week 5:**

Noh Theatre and Kyogen – Plays and Poetics. – Kanami and Zeami. -  
Noh Theatre and Kyogen – Performance.

**Week 6:**

Literature and culture in the Tokugawa Period – Introduction.  
Religion, Philosophy and Morals of the ukiyo World  
- Zen Buddhism in Fine Arts and Martial Arts – Zen Style of Life -  
Zen Buddhism in Literature – Renga and Gozan bungaku poetry

**Week 7:**



Haiku Poetry, Haiga Paintings and Haibun Prose -  
Basho and his Aesthetic Universe.

**Week 8:**

Haiku Poetry, Haiga Paintings and Haibun Prose - Basho and his Aesthetic Universe.  
- Presentations

**Week 9:**

Printing and publishing boom - Prose Masterpieces of the Tokugawa Period:  
Ihara Saiikaku and other writers

**Week 10:**

Joruri and Bunraku Theatre.  
Kabuki Theatre and its Role in the City Life.

Plays by Chikamatsu Monzaemon – Jidai-mono – Sewa-mono  
Drama after Chikamatsu – Chusingura.

**Week 11:**

Ueda Akinari and Kaidan Ghost Stories - Popular Fiction and Book Printing – Evolution of  
the Woodblock Prints Technique and ukiyo-e Painting.

“ National School ” Kokugaku and Literature: Kamo Mabuchi, Motoori Norinaga - The  
revival of waka poetry.

**Week 12:**

Literature of the Bakumatsu Period - The gesaku authors.

**Week 13:**

21. Great Names in Meiji-Taisho- Showa Poetry.  
- Great Names in in the Meiji- Taisho Fiction.

**Week 14:**

Great Names in Fiction in the early Showa Period

**Week 15:**

Free discussion .  
Final examination

**NOTE:**

The order of classes can be a subject to change

**JAS250-1 Introduction to Japanese Society** (2008curriculum 3 credits)  
**JAS150-1 Introduction to Japanese Society** (2004curriculum 3 credits)

Darren Jon Ashmore

Year: 2010

Semester: Fall

Meeting-time/day: Tue/Thur 15:30 to 16:45

Office: A 4-11

Office Hours: Tuesday, Thursday, Friday - 9am to 11am

E-mail: Lupin3@aiu.ac.jp

Website:

**Course Description:**

**DESCRIPTION:**

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

**Objectives:**

**COURSE OBJECTIVES**

Over the course of the program, student will:

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

**Expected Academic Background:**

This is course which is taught in complex English, however the only academic background required is the ability to function in that linguistic environment.

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

**Textbook:**

None: Readings will be assigned on a weekly basis and all supporting materials will be provided.

## **Reference Books/Other Study Materials:**

### STUDY MATERIALS:

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

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

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

### **Assessment:**

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

(1) Main essay (50%). (2) Class presentations and Furusato project work (30%). (3) Mid-Term examination (20%).

The essay will be about 2,000 words in length, submitted the week of the Mid-term exam for initial comments (if desired) and for FINAL MARKING at the beginning of the exam week in December. Any of the following essay questions may be used, though anyone wishing to research a different issue may come to see me before the end of week three to agree upon a question of their own choosing (a thing which I strongly endorse).

### **Policies & Remarks:**

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

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

CLASS FORMAT: Each week will be divided into a Lecture and an open seminar session. The lecture will present the main views on each subject area and provide the students with a starting point for their own thought.

The follow-up seminar will require the students to discuss and/or make presentations on their understanding of the material.

NOTE: All films where possible will be subtitled in English, however in some cases it may only be possible to provide English synopses and in others no language support at all. Be advised.

Your attendance at our class meetings is essential to the success of our course, and is required as a part of your grade. You are allowed only two unexcused absences (one week's worth of class).

For every class beyond those two that you miss, your final grade for the class will be lowered half a grade. (I.e., if you have an "A" for the class, but have missed 3 classes, you will receive a "B" for your final grade.) Please be prompt; extensive or repeated lateness will be considered an absence.

Class participation is also necessary and required. This includes contributing to the class discussion and actively listening to the thoughts and comments of your peers. Please be considerate and respectful of your classmates and make the classroom a space where everyone can speak their mind.

We will have full-class discussion, as well as small group work. If you are not particularly comfortable speaking in the full-class discussion, be sure you are making up for it in the smaller group discussions. We will occasionally have short in-class writing assignments that I will collect; your completion of these assignments will be included in your class participation grade.

### **Class Schedule:**

#### **Week 1:**

Orientation

#### **Week 2:**

Theme: Uchi and Soto: Mythconceptions of Japan.

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

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

Readings:

Donald Keene. *Appreciations of Culture*. Kodansha.

Takeo Doi *The anatomy of self : the individual versus society* 9014755

Hendry, Joy. *Understanding Japanese Society*. 91019739

Reischauer, Edwin. *The Japanese Today: Change and Continuity*. 91016870

#### **Week 3:**

Theme: Studying Japan.

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

Main Question: What does European and American views on Japan during and after the

Second World War say about the social and political insecurities in the West?

Readings:

Donald Keene. Appreciations of Culture. Kodansha .

Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. 9010146

Denoon, Donald. Et al. Multicultural Japan.

#### **Week 4:**

Theme: An Introduction to the Furusato Culture Centre – GROUP A

Details: First field trip to the Furusato centre – a semester-long project on research into the artifacts and culture of Yuuwa.

Theme: An Introduction to the Furusato Culture Centre – GROUP B

Details: First field trip to the Furusato centre – a semester-long project on research into the artifacts and culture of Yuuwa.

#### **Week 5:**

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

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

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

Readings: NA.

#### **Week 6:**

Theme: Class and Stratification.

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

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

Readings:

Edwin Reischauer. The Japanese Today

Yoshio Sugimoto An Introduction to Japanese Society

#### **Week 7:**

Theme: Work and Labour.

Lecture: This week ’ s lecture looks at popular soto mythconceptions of Japanese zaibatsu-esque corporations dominating work and consumer life and exposes a more

complex picture of small company involvement.

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

Readings:

Edwin Reischauer. The Japanese Today (Available from the University Bookshop).

Hendry, Joy. Understanding Japanese Society. 91019739

### **Week 8:**

Theme: Artifact Preservation and conservation GROUP A

Details: Continuing the project at Furusato.

Theme: Artifact Preservation and conservation GROUP B

Details: Continuing the project at Furusato.

### **Week 9:**

Theme: Discovery of the Self.

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

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

Readings:

Edwin Reischauer. The Japanese Today.

Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. 9010146

Denoon, Donald. Et al. Multicultural Japan.

### **Week 10:**

Theme: Family Breakdowns.

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

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

Readings:

Edwin Reischauer. The Japanese Today (Available from the University Bookshop).

Yoshio Sugimoto An Introduction to Japanese Society (Available from the library)

### **Week 11:**

Theme: Minorities and Immigrants.

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

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

Readings:

Edwin Reischauer. The Japanese Today (Available from the University Bookshop).

Takeo Doi The anatomy of self : the individual versus society 9014755

Hendry, Joy. Understanding Japanese Society. 91019739

### **Week 12:**

Theme: Artifact Preservation and conservation GROUP A

Details: Continuing the project at Furusato.

Theme: Artifact Preservation and conservation GROUP B

Details: Continuing the project at Furusato.

### **Week 13:**

Theme: Screening Two: " Tampopo " [Dandelion].

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

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

Readings: NA.

### **Week 14:**

Theme: Insider Dealing.

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

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

Readings:

Edwin Reischauer. The Japanese Today (Available from the University Bookshop).

Yoshio Sugimoto An Introduction to Japanese Society (Available from the library)

Hendry, Joy. Understanding Japanese Society. 91019739

### **Week 15:**

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

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

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



**JAS270-1 Manga Mania** (2008curriculum 3 credits)

**JAS271-1 Manga Mania** (2004curriculum 3 credits)

Darren Jon Ashmore

Year: 2010

Semester: Fall

Meeting-time/day: Wed 14:00-15:15 and Fri 14:00-17:00

Office: A 4-11

Office Hours: Tuesday, Thursday, Friday - 9am to 11am

E-mail: Lupin3@aiu.ac.jp

Website:

### **Course Description:**

#### **COURSE DESCRIPTION**

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

### **Objectives:**

#### **COURSE OBJECTIVES**

Over the course of the program, student will:

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

### **Expected Academic Background:**

This is course which is taught in complex English, however the only academic background required is the ability to function in that linguistic environment.

### **Textbook:**

None: Readings will be assigned on a weekly basis and all supporting materials will be provided.

**Reference Books/Other Study Materials:****STUDY MATERIALS:**

Drazen, Patrick. *Anime Explosion! The What? Why? & Wow! of Japanese Animation*. Berkeley: Stone Bridge Press, 2003.

Clements, Jonathan and Helen McCarthy. *The Anime Encyclopedia*. Berkeley: Stone Bridge Press, 2001.

Poitras, Gilles. *Anime Essentials: Every Thing a Fan Needs to Know*. Berkeley: Stone Bridge Press, 2001.

Allison, Anne. *Permitted and Prohibited Desires: Mothers, Comics, and Censorship in Japan*. Berkeley: University of California Press, 1996.

Ledoux, Trish. *The Complete Anime Guide: Japanese Animation Film Directory & Resource Guide*. Issaquah, Washington: Tiger Mountain Press, 1997.

Martinez, D. P., et. al. *The Worlds of Japanese Popular Culture*. Cambridge, UK: Cambridge University Press. 1998.

Schodt, Frederik. *Dreamland Japan: Writings on Modern Manga*. Berkeley: Stone Bridge Press, 1996.

Schodt, Frederik. *Manga! Manga!: The World of Japanese Comics*. Japan: Kodansha International, 1983.

**Assessment:**

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

- (1) essay (50%)
- (2) Class participation/presentations (30%)
- (3) Mid-term examination (+20%)

**Policies & Remarks:**

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

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

CLASS FORMAT: Each week will be divided into a Lecture and an open seminar session. The lecture will present the main views on each subject area and provide the students with a starting point for their own thought.

The follow-up seminar will require the students to discuss and/or make presentations on their understanding of the material.

NOTE: All films where possible will be subtitled in English, however in some cases it may only be possible to provide English synopses and in others no language support at all. Be advised.

Your attendance at our class meetings is essential to the success of our course, and is required as a part of your grade. You are allowed only two unexcused absences (one week's worth of class).

For every class beyond those two that you miss, your final grade for the class will be lowered half a grade. (I.e., if you have an "A" for the class, but have missed 3 classes, you will receive a "B" for your final grade.) Please be prompt; extensive or repeated lateness will be considered an absence.

Class participation is also necessary and required. This includes contributing to the class discussion and actively listening to the thoughts and comments of your peers. Please be considerate and respectful of your classmates and make the classroom a space where everyone can speak their mind.

We will have full-class discussion, as well as small group work. If you are not particularly comfortable speaking in the full-class discussion, be sure you are making up for it in the smaller group discussions. We will occasionally have short in-class writing assignments that I will collect; your completion of these assignments will be included in your class participation grade.

### **Class Schedule:**

#### **Week 1:**

Introduction (Wed, 2nd and Friday 4th Sept): Course outline, Group formation and QA.

#### **Week 2:**

Part One. Framing Devices in Manga and Anime

Theme: The Prehistory of Anime and Manga

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

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

#### **Week 3:**

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

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

Screening: 'Giant Robo' – parts one and two.

#### **Week 4:**

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

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

Screening: ‘ Mobile Suit Gundam Movie I.

### **Week 5:**

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

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

Screening: ‘ Cutey Honey ’ and ‘ Tenchimuyo ’ .

### **Week 6:**

Part Two: Among Giants: The Gods of Manga.

Theme: Monkey Punch.

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

Seminar/Screening: “ Cagliostro ’ s Castle ” .

### **Week 7:**

Theme: Miyazaki Hayao.

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

Seminar/Screening: “ Porco Rosso ” .

### **Week 8:**

Theme: Matsumoto Leiji.

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

Seminar/Screening: “ Arcadia of My Youth ” .

### **Week 9:**

- (Wed 11th and Fri 13th Nov)

Theme: Tezuka Osamu.

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

**Week 10:**

Content to be determined

**Week 11:**

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

Theme: Takahashi Rumiko.

Lecture: Looking at the work of these important women manga-ka, we will examine the rise of feminist thought in Japanese pop-culture.

Seminar/Screening: ' Urusei Yatsura ' .

**Week 12:**

Theme: Otomo Katsuhiro and Shirow Masamune.

Lecture: Looking at the work of the men who made anime sexy. We will examine their early work and his obvious love of surrealism, before moving onto Otomo ' s dystopian " Akira " .

Seminar/Screening: ' Cowboy Bebop ' .

**Week 13:**

Content to be determined

**Week 14:**

Theme: Azuma Kiyohiko.

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

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

**Week 15:**

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

**JAS320-1 Japanese Politics and Government** (2008curriculum 3 credits)  
**JAS320-1 Japanese Politics and Government** (2004curriculum 3 credits)

Dr. Ronald Hrebenar

Year: 2010  
Semester: Fall  
Meeting-time/day: M and W 1030-1145  
Office: TBA  
Office Hours: M and W 0900-1030  
E-mail: ron.hrebenar@poli-sci.utah.edu  
Website: none

**Course Description:**

This course examines the politics and government of Japan as they have developed in the post-war era. With a variety of theoretical, comparative frameworks, questions of the "uniqueness" of Japanese politics will be analyzed as well as the most important issues of contemporary Japanese politics--both domestic and foreign.

**Objectives:**

To understand the foundations of Japanese society and history as they impact on contemporary Japanese politics. To understand the workings of the Japanese political party and interest group systems and how they limit and facilitate the dealing with social and economic issues. To understand Japan's role in the international community and defense systems of the western Pacific. To understand the nature of current political science research on Japanese government and politics.

**Expected Academic Background:**

None.

**Textbook:**

J.A.A. Stockwin, *Governing Japan* (2008) paperback  
R. Samuels, *Securing Japan: Tokyo's Grand Strategy* (2008) paperback  
K. Pyle, *Japan Rising*, (2008) Paper

**Reference Books/Other Study Materials:**

Other papers and readings to be assigned in class with access in the AIU library

**Assessment:**

Attendance and active participation, 20%; High quality and original research paper; 30%;  
Midterm exam, 25%; Final exam 25%

**Policies & Remarks:**

As determined by AIU. Attendance is taken at the beginning of class. Please be on time.

**Class Schedule:**

**Week 1:**

Foundations of Japanese government and politics.  
Stockwin, Chps 1-3

**Week 2:**

Post-War Japanese government and politics  
Stockwin, Chps 4-6

**Week 3:**

Who Runs Japan? Politicians, Bureaucrats or Big Business?  
Stockwin, Chp 7.

**Week 4:**

Japanese Parliament, the Diet--The Westminster Model?  
Stockwin, Chp 8

**Week 5:**

Japanese Political Leaders: the Prime Minister, Ministers and the Emperor  
TBA: Readings

**Week 6:**

Japanese Political Parties  
Stockwin, Chp 9

**Week 7:**

Japanese Elections and Political Campaigns  
Stockwin, Chp 9  
TBA: Readings

**Week 8:**

The Problems of Japanese Political Money and Corruption  
TBA: Readings

**Week 9:**

Japanese Constitution and Constitutional Reforms  
Stockwin, Chp 10

**Week 10:**

Japanese Economic Policy  
Stockwin Chp 11

**Week 11:**

Japanese Social Welfare and Education Policy  
Stockwin, Chp 12

**Week 12:**

Japanese Foreign Policy (Grand Strategy)

Samuels, Securing Japan: Tokyo's Grand Strategy (all)

**Week 13:**

Japanese Foreign Policy (The United Nations and the World)

Stockwin, Chp 12

**Week 14:**

Japanese Defense Policy and the United States Security Treaty

Stockwin, Chp 13

Pyle, Japan Rising (all)

(Papers Due)

**Week 15:**

New Directions of Japan in the 21st Century.

TBA: Readings

Final Exam



**JAS340-1 Japanese Business in China** (2008curriculum 3 credits)

**BUS330-1 Modern Business Affairs in China** (2004curriculum 3 credits)

Shingo L. Nishikawa

Year: 2010

Semester: Fall

Meeting-time/day: Fri 9:00-11:45

Office: A-12

Office Hours: TBD, 4 hours/week

E-mail: slnishikawa@aiu.ac.jp; extension 5987

Website:

**Course Description:**

No international business is complete without studying China (and India) in greater detail for Asians! China has become the world manufacturing center and is planning to become more. China has been an epicenter of an earthquake which impacted world's methods of supply chain management, contract engineering, intellectual property right, knowledge management, and environmental pollution with global ramification. Its policies and practices are changing and evolving every day.

**Objectives:**

The main objective of this course is to make students understand how complex and challenging it is to conduct business in mainland China for foreign businessmen and business women. One of the underlying tenets of doing business in China is the ever changing environment which often makes one business model not effective in a very short time. Students learn that in China they must pay attention to many factors, such as changing legal system, rapidly changing demographics, conflict between values of the Chinese and non-Chinese workers, new policies promulgated by the ruling Chinese Communist party, counter-policies of the advanced nations which include Japan, US, and EU, intellectual property rights, etc.

**Expected Academic Background:**

None, but a course or two on macro-economics, East Asia history, and business will be helpful.

**Textbook:**

Numerous articles on China which appeared in McKinsey Quarterly Journals in 2002-2010 and video lectures available from MIT and other universities

**Reference Books/Other Study Materials:**

Reference books, sources of reading and other information>

US PBS documentary films; video lectures available from MIT, Carnegie Mellon, University of California, and McKinsey Corporation

Doing Business in China, Harvard Business School Press, 2004

M-J. Chen, Inside Chinese Business, Harvard Business School Press, 2001

M. Enright, E. Scott, K. Chang, The Greater Pearl River Delta, J. Wiley & Sons, 2005

**Assessment:**

The grades will be determined from result of the following:

- Final research paper.....40%
- Take home midterm.....15%
- Project Presentation.....15%
- Classroom Participation.....20%

**Policies & Remarks:**

POLICY: Attendance will be counted heavily for the classroom participation grade.

REMARKS: If you read this syllabus, you should quickly realize that the official title, "Japanese Business in China", is inaccurate. In the past and this semester again, I will cover how different foreign firms (including Japanese) do business in China AND how mainland Chinese companies (some government owned) do business in China and outside of China (in such countries as the US, EU, Japan, India, etc.). Those who have already taken my "BRICs class" should not take this course because there are overlapping materials.

I recommend that those students who have already taken BUS-491 (a course on BRICs) from me not take this course because the China section overlaps, though not completely.

**Class Schedule:**

**Week 1:**

Quick historical background of the last 100 years in China: fall of Qing dynasty; occupation of port cities by Japan, Russia, French, US, and UK; WWII; establishment of Mao's China; cultural revolution; market economy

**Week 2:**

US Public Broadcast Station documentary films on China: Free market policy of Den Xiao Ping and the growth of the Pearl River Delta

**Week 3:**

Different approaches to tackle beauty parlor business in Shanghai by Chinese, Japanese, Taiwanese, and Hong Kong business women and men

**Week 4:**

Food Industry: Bento (Lunch Box) and convenience store wars in Shanghai among Chinese, Japanese [Lawson, Family Mart], and Taiwanese firms

**Week 5:**

How China's state owned firms have done since 1997: giants in scale in energy and resource related fields; scepticism of Prof. Huang of MIT (mit.edu video lecture) on the efficiency of these firms

**Week 6:**

Role of rural China for the real engine of growth in the future of China economy and encouraging entrepreneurship

**Week 7:**

Entrepreneurship of Ja Ma and his company ALIBABA and the role of SOFTBANK CEO, Song of Japan; Case study of white goods giant HAIER; SKYPE chat with Huang, an engineer at HUAWEI, a successful high tech, global firm.

**Week 8:**

Telecom Industry: How AT&T(US), Motorola (US), Alcatel (France) have tackled the US market

**Week 9:**

Success and failure of acquisition of foreign companies by the Chinese: in Japan (Taiyo Denji--Solar Panel; electronic retail store in Akihabara; RENOWN, etc.)in the US (IBM's PC division)

**Week 10:**

Retailing Industry--super general stores: CARREFOUR (France) and Wal-mart (US)

**Week 11:**

Retailing Industry--apparel: UNIQLO (Japan) saga in China since 1980's till present

**Week 12:**

Internet Industry in China: GOOGLE (US)'s entry into and exit from the China market--political risk and economic risk

**Week 13:**

How Taiwan carved out a special, powerful business niche in the China market, despite political tension between the two countries.

**Week 14:**

Tourism Industry: How important are the Chinese visitors to Japan?

Educational Industry: teaching Chinese children in China; teaching Chinese language to Japanese business women and men in Japan via INTERNET

**Week 15:**

Project presentations by the students

**JAS451-1 Cultural Background of Language II (2008curriculum 3 credits)**  
**JAS451-1 Cultural Background of Language II (2004curriculum 3 credits)**

Yuko Abe

Year: 2010  
Semester: Fall  
Meeting-time/day: W 12:30-15:00  
Office: A3-17  
Office Hours: TBA  
E-mail: yukoabe@aiu.ac.jp  
Website:

**Course Description:**

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

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

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

**Objectives:**

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

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

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

**Expected Academic Background:**

international students : more than JPL401 or equivalent

**Textbook:**

TBA

### **Reference Books/Other Study Materials:**

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

### **Assessment:**

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

- (1) Attendance and Class Participation\* 30%
- (2) Presentations 20%
- (3) Reaction papers 20%
- (4) Project 20%
- (5) Final Reflection Paper 10%

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

### **Policies & Remarks:**

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

Students are asked to write reaction papers after field trips and

### **Class Schedule:**

#### **Week 1:**

Introduction to the course

#### **Week 2:**

Education

#### **Week 3:**

Education

#### **Week 4:**

Education

**Week 5:**

Field Trip #1

**Week 6:**

Job, occupation

**Week 7:**

Job, occupation

**Week 8:**

Job, occupation

**Week 9:**

Field Trip #2

**Week 10:**

cultural value

**Week 11:**

cultural value

**Week 12:**

Field Trip #3

**Week 13:**

cultural value

**Week 14:**

Final Presentations

**Week 15:**

Final Presentations

**NOTE:**

The schedule is tentative. Cap:International Students 15. Japanese students 7, The class will be conducted in Japanese.

**ECN301-1 Financial Theories & Applications** (2008curriculum 3 credits)  
**ECN301-1 Financial Theories & Applications** (2004curriculum 3 credits)

Tsung-Ming YEH

Year: 2010  
Semester: Fall  
Meeting-time/day: Tue, Thu 12:30-13:45  
Office: A4-8  
Office Hours:  
E-mail: yosomei@aiu.ac.jp  
Website: <http://www.aiu.ac.jp/~yeh/>

**Course Description:**

In this introductory course, we deal with the most fundamental financial theories and their applications in the real world. In the first part, we start with the most basic financial concept, interest compounding; how to calculate the present value and future value of various patterns of cash flows, and how they are applied in the real world, such as mortgages, bonds, and stocks.

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

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

**Objectives:**

The primary objective of this course is for students to familiarize themselves with the most fundamental financial theories, and to develop the ability of applying theories to the real financial world problems.

**Expected Academic Background:**

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

**Textbook:**

Textbook: Fundamentals of Corporate Finance, Brealey, Myers, and Marcus, McGraw Hill, 6th.

**Assessment:**

First Mid-term Exam: 20%  
Final Exam 20%  
Exercises/Presentations: 40%  
Final Project: 20%

**Policies & Remarks:**

This class adopts a “learning through doing” approach. The financial concepts or theories will be presented first, and the application to real world cases will be introduced. Students are required to demonstrate their ability to apply what they learn to similar cases.

**Class Schedule:****Week 1:**

INTEREST RATE (Ch 5)

**Week 2:**

MORTGAGE (Ch 5)

**Week 3:**

BONDS (Ch 6)

**Week 4:**

STOCKS (Ch 11)

**Week 5:**

PORTFOLIO THEORY (Ch 11)

**Week 6:**

Project

**Week 7:**

Mid term

**Week 8:**

CAPM (Ch 12)

**Week 9:**

STOCK VALUATION (Ch 7)

**Week 10:**

WACC (Ch 13)

**Week 11:**

OPTIONS (Ch 23)

**Week 12:**

FUTURES (Ch 24)



**Week 13:**  
Project Presentation

**Week 14:**  
Review

**Week 15:**  
Final

**ECN304-1 International Business** (2008curriculum 3 credits)

**ECN304-1 International Business** (2004curriculum 3 credits)

Michael LACKTORIN

Year: 2010

Semester: Fall

Meeting-time/day: Tue, Thu 9:00-10:15

Office: A4-13

Office Hours:

E-mail: mlacktor@aiu.ac.jp

Website:

**Course Description:**

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

**Objectives:**

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

**Expected Academic Background:**

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

**Textbook:**

Hill, Charles. International Business: Competing in the global marketplace, 8e. International edition. McGraw-Hill, 2011.

**Reference Books/Other Study Materials:**

Students are strongly encouraged to follow regularly articles that appear in daily newspapers, and especially the Nikkei Weekly. Other printed media that are particularly recommended are the Economist, BusinessWeek, Fortune, Fast Company, Inc, and Entrepreneur. The ‘ CEO Express ’ website at <http://www.ceoexpress.com/default.asp> is

also highly recommended as a one-stop information source for busy executives.

Students are required to read daily the online version of the Nikkei Shimbun, which is available in both English and Japanese and may be accessed at <http://e.nikkei.com> from campus computers.

**Assessment:**

- 10% class participation
- 15% weekly Team Projects
- 25% surprise quizzes (probably 3)
- 50% final exam

**Policies & Remarks:**

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.

**Class Schedule:**

**Week 1:**

- (1) Overview & Formation of teams
- (2) Chap 1: Globalization (pp. 2-39) Lecture and discussion

**Week 2:**

- Chap 2: National Differences in Political Economy (pp. 40-85)
- (3) Lecture and discussion;
- (4) Team Project #1 (Political Space)

**Week 3:**

- Chap 3: Differences in Culture (pp. 86-121)
- (5) Lecture and discussion;
- (6) Team Project #2 (Culture Shock: Japan)

**Week 4:**

- Chap 4: Ethics in International Business (pp. 122-151)
- (7) Lecture and discussion
- (8) Team Project #3 (Case Studies: Google in China, Mired in Corruption, Goldman Sachs)

**Week 5:**

- Chap 5: International Trade Theory (pp. 158-195)
- (9) Lecture and discussion
- (10) Lecture and discussion

**Week 6:**

Chap 6: Political Economy of International Trade (pp. 196-229)

(11) Lecture and discussion

(12) Team Project #4 (NBA: administrative trade policies ( “ gyoseishido ” ), dumping infant industry argument, strategic trade policy, modern day example of Smoot-Hawley Act)

**Week 7:**

Chap 7: Foreign Direct Investment (pp. 230-263)

(13) Lecture and discussion

(14) Team Project #5 BOP and FDI presentations

**Week 8:**

Chap 8: Regional Economic Integration (pp. 264-295)

(15) Lecture and discussion

(16) Team Project #6 (NBA: trade creation, trade diversion)

**Week 9:**

Case Studies from Part 3 (pp. 298-309)

(17) Team Project #7: NAFTA and US Textile Industry; and Martin ’ s Textiles

(18) Team Project #8: Agricultural Subsidies and Development; Boeing versus Airbus; and Starbucks ’ FDI

**Week 10:**

Chap 9: Foreign Exchange Market (pp. 310-339)

(19) Lecture and discussion

(20) Team Project #9 (NBA: arbitrage, efficient market, bandwagon effect, capital flight, countertrade)

**Week 11:**

Chap 10: International Monetary System (pp. 340-373)

(23) Lecture and discussion

(22) Team Project #10 (NBA: gold standard, monetary discipline, foreign debt crisis, banking crisis, currency crisis, moral hazard)

**Week 12:**

Chap 11: Global Capital Market (pp. 374-396)

(23) Lecture and discussion (including “ cost of capital ” )

(24) Team Project #11 (Case Study: Argentina ’ s Monetary Crisis (p.399)

**Week 13:**

(25) Team Project #12 “ Cost of Capital ” presentations or PPT presentation of domestic versus Euro bank interest rate example

**Week 14:**

Chap 12: Strategy of International Business (pp. 400-429)

(26) Lecture and discussion

(27) Team Project #13 (NBA: value creation, value chain, strategic positioning, core competence, location economies, experience curve)

**Week 15:**

Chap 13: Organization of International Business (pp. 431-467)

Chap 14: Entry Strategy and Strategic Alliances (pp. 468-499)

(28) Lecture and discussion

**ECN305-1 Principles of Macroeconomics** (2008curriculum 3 credits)

**ECN220-1 Macroeconomics** (2004curriculum 3 credits)

Takashi YAMAMOTO

Year: 2010

Semester: Fall

Meeting-time/day: 15:30-16:45 / Monday & Wednesday

Office: A4-7

Office Hours: Noon-1pm, Monday through Thursday

E-mail: yamamoto@aiu.ac.jp

Website:

**Course Description:**

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

**Objectives:**

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

**Textbook:**

Abel, Bernanke, and Croushore. Macroeconomics, 7th Edition. Addison-Wesley, 2010.

**Assessment:**

Student achievement of the stated course objectives will be measured in terms of student performance in the following areas: (i) Midterm Examination (40%), (ii) Final Examination (40%), and (iii) Class participation (20%). Students may improve the overall scores by completing extra assignments.

**Class Schedule:**

**Week 1:**

Theme/Theories/Key concepts: economic growth, business cycle and stabilization policy, aggregation, positive and normative analysis, classical and Keynesian approach,

Textbook: Chapter 1 – Introduction to Macroeconomics

**Week 2:**

Theme/Theories/Key concepts: national income accounting, GDP, components of GDP, GDP and private income, saving, nominal and real GDP, price index, nominal and real interest rates

Textbook: Chapter 2 – Measurement and Structure of the National Economy

DVD: Economic Indicators (DVD 1003)

**Week 3:**

Theme/Theories/Key concepts: production function, marginal product of capital, marginal product of labor, labor demand and supply, unemployment

Textbook: Chapter 3 – Productivity, Output, and Employment

**Week 4:**

Theme/Theories/Key concepts: marginal propensity to consume (MPC), income effect and substitution effect of the real interest rate on saving, goods market equilibrium condition

Textbook: Chapter 4 – Consumption, Saving, and Investment

**Week 5:**

Theme/Theories/Key concepts: growth accounting, capital-labor ratio, growth policies

Textbook: Chapter 6 – Long-Run Economic Growth

**Week 6:**

Theme/Theories/Key concepts: functions of money, measurement of money, open-market operation, money demand, asset market equilibrium condition, quantity theory of money

Textbook: Chapter 7 – Asset Market, Money, and Prices

**Week 7:**

Review and the Midterm Examination

**Week 8:**

Theme/Theories/Key concepts: full-employment output, goods market equilibrium, asset market equilibrium, money neutrality, aggregate demand, aggregate supply

Textbook: Chapter 9 – IS-LM / AD-AS Model

**Week 9:**

Theme/Theories/Key concepts: full-employment output, goods market equilibrium, asset market equilibrium, money neutrality, aggregate demand, aggregate supply

Textbook: Chapter 9 – IS-LM / AD-AS Model

**Week 10:**

Theme/Theories/Key concepts: real business cycle theory, fiscal policy shock, misperception theory

Textbook: Chapter 10 – Classical Business Cycle Analysis

**Week 11:**

Theme/Theories/Key concepts: real business cycle theory, fiscal policy shock, misperception theory

Textbook: Chapter 10 – Classical Business Cycle Analysis

**Week 12:**

Theme/Theories/Key concepts: real wage rigidity, efficiency wage, price stickiness, menu costs, Keynesian monetary and fiscal policies

Textbook: Chapter 11 – Keynesianism

**Week 13:**

Theme/Theories/Key concepts: real wage rigidity, efficiency wage, price stickiness, menu costs, Keynesian monetary and fiscal policies

Textbook: Chapter 11 – Keynesianism

**Week 14:**

Theme/Theories/Key concepts: real wage rigidity, efficiency wage, price stickiness, menu costs, Keynesian monetary and fiscal policies

Textbook: Chapter 11 – Keynesianism

**Week 15:**

Review and the Final Examination

**NOTE:**

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.



**ECN300-1 Management Principles and Practices** (2008curriculum 3 credits)  
**ECN300-1 Management Principles and Practices** (2004curriculum 3 credits)

Shingo L. Nishikawa

Year: 2010

Semester: Fall

Meeting-time/day: TBD

Office: A-12

Office Hours: TBD; 4 hours/week; office extension:5987

E-mail: slnishikawa@aiu.ac.jp

Website:

**Course Description:**

ECN-300 is an introduction to interantional business principles for students who are majoring either in business or non-business. We shall use examples from multinational corporations from Japan, Europea, US, China, etc. and study how different factors (politics, laws, technology, customs, etc.) affect business. Students will realize that many disciplines are necessary to conduct business. In particular, important are economics, accounting, statistics, law, psychology, computer science, communication skills, understanding of cultures and philosophy, not to mention management science.

**Objectives:**

This course will be a foundation for other courses which business and non-business students who in the near future take such diverse courses, such as corporate strategy, global politics, history of East Asia, China. At the end of the course, you should understand business and economics related articles found in Nikkei, New York Times, Economist, etc. The students should also be able to think strategically and address issues with a much wider perspective. Most importantly they should appreciate why doing business can be both highly creative and challenging.

**Expected Academic Background:**

Though it is not a requirement, it would be helpful if the students are taking concurrently or have already have completed a macro-economics course.

**Textbook:**

W. Nickels, J. McHugh, S. McHugh, Understanding Business, McGraw Hill, New York, any edition

**Reference Books/Other Study Materials:**

Articles from current Wall Street Journal(US), New York Times, Financial Times (UK), Harvard Business School cases, Nikkei (日本経済新聞), Nikkei Marketing Journal (日経流通新聞)

**Assessment:**

Final examination (40%); midterm examination (15%); quick quizzes (10%); project presentation (15%); class room participation (20%)

**Policies & Remarks:**

Generally class sessions consist of lectures by the instructor. However, we may have guest lecturers from industry to address particular topics. Attendance will be counted as a part of class room participation grade.

**Class Schedule:****Week 1:**

Why we study business: "Business literacy" is a core competence for a modern man of any profession--- Trends in the last 30 years: "Flattening of the world", globalization by insourcing and outsourcing, fast changing technology

**Week 2:**

(Trends continued) Rise of women in the work place, re-examining conventional moral and ethics, laws (intellectual property), striving for balance and quality of life when the society is becoming more stressful by the day

**Week 3:**

Business Ownership Models: own business, partnership, corporation, and public sector

**Week 4:**

Entrepreneurship, writing business plans to get funding and recruiting people

**Week 5:**

Organizational Structures and impact on individuals

**Week 6:**

History of changes in the structure since 1900 till present in the US, Europe, and Japan; Great entrepreneurs and leaders of the 20th century

**Week 7:**

Different methods and theories to motivate employees in the 20th century; works by Peter Drucker, Ken Ohmae

**Week 8:**

Recent challenges in the human resource management: workers of different races, sexes, and locations; power and sexual harassment

**Week 9:**

Marketing: Changes in the ways how products were sold in the last 100 years; 4P's; e-commerce

**Week 10:**

Examples in consumer products from different parts of the world

**Week 11:**

Key technologies which changed the earth: steam engine, railway, telephony, vacuum tube, radio, TV airplane, chemicals in farming

**Week 12:**

Transistors, microprocessors, PC's, Internet, mobile phones (iPad)

**Week 13:**

Nanotechnology, bioengineering, supply chain management

**Week 14:**

Financial Management Issues

**Week 15:**

Group Project Presentations & Overall Review