

**ECN320-1 International Trade** (2008curriculum 3 credits)  
**ECN340-1 International Trade** (2004curriculum 3 credits)

Dr.Hiroya Ichikawa, Ph.D in Economics

Year: 2010

Semester: Fall

Meeting-time/day: Monday and Wednesday 2:00-3:15pm

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

Office Hours: by appointment

E-mail: hiroya@aiu.ac.jp

Website:

**Course Description:**

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

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

**Objectives:**

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

**Textbook:**

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

**Reference Books/Other Study Materials:**

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

Sub-textbooks

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

**Assessment:**

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

(5) other factors (10 %)

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

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

**Policies & Remarks:**

academic dishonesty.

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

**Class Schedule:**

**Week 1:**

Introduction to the course:

Grouping – leaders, and group names

About news items to be discussed in class

Assignments for class presentation

Outline of the presentation to be mailed by Wednesday evening

To hiroya@aol.com

Warming up Group discussion on Trade related issues

**Week 2:**

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

The Basic Theory of International Trade: PP11/26

Group 1: Presentation:

Demand /Consumer Surplus

Supply /Producer Surplus pp11/18

Group 2: Presentation: pp18/21

A national market with no trade

Two national markets and the opening of trade

Free trade equilibrium

Group 3: Presentation: pp22/24

Effects in the importing country

Effects in the Exporting Country

Which country gains more?

**Week 3:**

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

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

Group 4: Presentation: pp27/38

Adam Smith ' s Theory of Absolute Advantage

Ricardo ' s Theory of Comparative Advantage

Ricardo ' s Constant Costs and the Production Possibility Curves

Group 5: Presentation: pp.38/pp46

Increasing Marginal Costs

Community Indifference curve

Production and Consumption Together with Trade

Group 6: Presentation: pp.47/52.

Demand and Supply Curves Again

The Gains from Trade

Trade affects Production and Consumption

What Determines the trade pattern?

The Heckscher-Ohlin(H-O)Theory: Factor Proportions are key

#### **Week 4:**

Group 7: Presentation: pp57/ 74

Who gains and who loses from trade?

#### **Week 5:**

Group 8: Presentation: pp77/91

Growth and trade

#### **Week 6:**

Group 9: Presentation: pp95/110.

Alternative theories of modern trade

#### **Week 7:**

Trade Policy

Peter B. Kenen, The International Economy, chap.10.

The evolution of trade policy, pp221/228..

Group 10: Presentaion:

The basic analysis of a tariff:

Tariff history:

divergent trends 1816-1860,

triumph and decline of free trade 1860-1914,

collapse and reconstruction 1914-1939,

#### **Week 8:**

Nontariff Barriers to imports:

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

Chapter 8.pp 133/ 152

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

**Week 9:**

Arguments for and against protection

Peter H. Lindert / Thomas A. Pugel, International Economics,  
Chapter 9.pp 154/ 171

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

**Week 10:**

Pushing Exports

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

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

Trade Blocs and Trade blocks

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

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

**Week 11:**

Trade policies for developing countries.

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

Alternative reading:

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

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

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

The lessens of East Asia and Latin America

**Week 12:**

The political economy of trade and agriculture.

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

**Week 13:**

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

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

**Week 14:**

Summing Up discussion and Presentation:

Stiglitz/Charlton /chap 13.

Trade liberalization and the cost of adjustment. pp170/214

Final exam

**ECN321-1 Industrial Organization** (2008curriculum 3 credits)

**ECN321-1 Industrial Organization** (2004curriculum 3 credits)

Dr.Hiroya Ichikawa,Ph.D.

Year: 2010

Semester: Fall

Meeting-time/day: Monday/ Wednesday

Office: A4-5

Office Hours: Tuesday afternoon

E-mail: hiroya@aiu.ac.jp

Website:

**Course Description:**

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

**Objectives:**

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

**Expected Academic Background:**

This course is aimed at students who have completed at least a one-semester micro economic course. The level of technical mathematics necessary to understand all of

materials is equivalent to the mathematics necessary to understand a standard intermediate microeconomics text.

**Textbook:**

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

**Reference Books/Other Study Materials:**

- 1) Ichikawa, Hiroya. "A Competition among rules: A Survey of Japan's Competition Policy and Related Problems." Paper presented at the Symposium on Europe and Japan: Partnership in a Changing World, Session VII, Competition among Rules, Organized by Japanese-German Center Berlin, Royal Institute of International Affairs RIIA in London, England, and Japan Institute for International Affairs(JIIA), held in Berlin, Germany, 1991.
- 2) US Department of Commerce. "Japan. The Government-Business Relationship: A guide for the American Businessman." Bureau of International Commerce, 1972.
- 3) Miyashita, Kenichi and David Russell. *Keiretsu: Inside the Hidden Japanese Conglomerates*. McGraw-Hill, 1994.
- 4) Porter, Michael E., Hirotaka Takeuchi and Mariko Sakakibara. *Can Japan Compete?* Macmillan Press, 2000.
- 5) Scherer, Frederic M. and David Ross. *Industrial Market Structure and Economic Performance*, Houghton-Mifflin, 3e, 1990.
- 6) Shepherd, William. *The Economics of Industrial Organization*. Prentice-Hall, 1985.
- 7) Schmalensee, Richard. "Industrial Organization," in *The New Palgrave Dictionary of Economics*, v. 2, pp. 803-08, 1987.
  
- 8) Shy, Oz. *Industrial Organization: Theory and Applications*. MIT Press, 1995. Graduate textbook.
- 9) Tirole, Jean. *Theory of Industrial Organization*. MIT Press, 1988. Graduate textbook requiring extensive knowledge of calculus and game theory.
- 10) Vives, Xavier. *Oligopoly Pricing: Old Ideas and New Tools*. MIT Press, 2001. Graduate textbook that follows a game-theoretic approach.
- 1) Ichikawa, Hiroya. "A Competition among rules: A Survey of Japan's Competition Policy and Related Problems." Paper presented at the Symposium on Europe and Japan: Partnership in a Changing World, Session VII, Competition among Rules, Organized by Japanese-German Center Berlin, Royal Institute of International Affairs RIIA in London, England, and Japan Institute for International Affairs(JIIA), held in Berlin, Germany, 1991.
- 2) US Department of Commerce. "Japan. The Government-Business Relationship: A guide for the American Businessman." Bureau of International Commerce, 1972.
- 3) Miyashita, Kenichi and David Russell. *Keiretsu: Inside the Hidden Japanese Conglomerates*. McGraw-Hill, 1994.
- 4) Porter, Michael E., Hirotaka Takeuchi and Mariko Sakakibara. *Can Japan Compete?* Macmillan Press, 2000.

- 5) Scherer, Frederic M. and David Ross. Industrial Market Structure and Economic Performance, Houghton-Mifflin, 3e, 1990.
- 6) Shepherd, William. The Economics of Industrial Organization. Prentice-Hall, 1985.
- 7) Schmalensee, Richard. "Industrial Organization," in The New Palgrave Dictionary of Economics, v. 2, pp. 803-08, 1987.
  
- 8) Shy, Oz. Industrial Organization: Theory and Applications. MIT Press, 1995. Graduate textbook.
- 9) Tirole, Jean. Theory of Industrial Organization. MIT Press, 1988. Graduate textbook requiring extensive knowledge of calculus and game theory.
- 10) Vives, Xavier. Oligopoly Pricing: Old Ideas and New Tools. MIT Press, 2001. Graduate textbook that follows a game-theoretic approach.

**Assessment:**

Students achievement of this course ' s objectives will be measured in the following five areas:

- (1) Class participation and presentation (20%)
- (2) News Brief Analysis (10 %)
- (3) Midterm exam (30%)
- (4) Final exam (30 %)
- (5) Other factors (10%)

**Policies & Remarks:**

No unexcused absence will be allowed. More than two unexcused absences will lead to F.

**Class Schedule:**

**Week 1:**

Introduction to the course:  
 Grouping – leaders, and group names  
 About news items to be discussed in class  
 Assignments for class presentation  
 Outline of the presentation to be mailed before class  
 To hiroya@aol.com  
 Warming up Group discussion

**Week 2:**

The basic of Industrial Organization  
 Group 1: Introduction pp1/14. (chapter1)  
 Group 2: The firms and its costs pp17/31 (chapter 2)  
 The Neoclassical Firm  
 Group 3: The profit- maximizing output level pp31/44.(chapter2)

### **Week 3:**

Competition and Monopoly

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

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

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

( chapter 3)

Note:

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

### **Week 4:**

Market structure

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

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

Group 10: Mergers pp113/123 (chapter 4)

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

### **Week 5:**

Monopoly Practices

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

Group 13: Contestable markets : pp150/156

### **Week 6:**

Market Power and Performance: The empirical evidence

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

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

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

### **Week 7:**

Game Theory: A framework for understanding oligopolistic behaviour

Group17: zero-sum /prisoner ' s dilemma:

pp207/214 (chapter 7)

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

Group19: Structure-Conduct-Performance:

pp161/175 (chapter 6)



### **Week 8:**

The development of oligopoly theory

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

Group21: Cournot-Nash Equilibrium: pp236/251(chapter 8)

Group22: Stackelber model/ Bertrand model: pp251/262(chapter 8)

### **Week 9:**

Collusion: The great prisoner ' s dilemma

Group20: Prisoner ' s dilemma revisited/pp266/274(chapter 9)

Group21: Trigger price strategies: pp274/282(chapter 9)

Group22: Efficient Collusion: pp282/289(chapter 9)

Group 23: Antitrust policy toward collusion :pp289/299.

### **Week 10:**

Cartels in action

Group23: Effective collusion/pp303/311(chapter 10)

Group24: Most favoured Customer Clause/low price guarantees: pp311/317

Group 25: Trade and professional associations/ Excess capacity problems:  
pp317/329(chapter 10)

### **Week 11:**

Oligopoly behaviour: Entry and pricing to deter entry

Group26: Limit pricing: pp335/351(chapter 11)

Group27: Predatory pricing: pp351/362 (chapter 11)

### **Week 12:**

subject to changes

Product differentiation and advertising

Group28: Forms of product differentiation: pp416/428 (chapter 13)

Group29: product differentiation with asymmetric information: pp428/434  
(chapter 13)

Group30: Social benefits and cost of advertising: pp435/450(chapter 13)

Group31: Product differentiation advantages of first movers: pp451/463(chapter 13)

### **Week 13:**

subject to changes

Vertical Integration and Vertical Relationships

Group32: Vertical relationship: pp563/574(chapter 16)

Group33: Competitive effects: pp575/585(chapter 16)

Group34: Public policy towards vertical restraints of trade and group Boycotts:

pp585/596(chapter 16)

**Week 14:**

subject to changes

Regulation and deregulation

Group35: Traditional public utility regulation: pp606/619(chapter 17)

Group36: Movement from regulation to deregulation: pp619/633(chapter 16)

Summing up

**Week 15:**

Examination

**NOTE:**

Cap: Up to 30 students

**ECN322-1 Economics of Globalization** (2008curriculum 3 credits)  
**ECN322-1 Economics of Globalization** (2004curriculum 3 credits)

Takahiro Miyao

Year: 2010

Semester: Fall

Meeting-time/day: (Thu) 14:00-15:15, (Fri) 10:30-11:45

Office:

Office Hours: (Thu) 16:45-17:45, (Fri) 9:30-10:30

E-mail: miyao@aiu.ac.jp

Website:

**Course Description:**

In this course, we will study various on-going issues in the global economy facing a series of financial crises for the last few years. Special attention will be paid to the Asia-Pacific region, which seems to be overcoming the crises faster than other regions and now leading the recovery of the global economy.

**Objectives:**

The main objective of this course is to learn how to apply standard economic analysis, both micro and macro, for a better understanding of current issues in the global economy, and to become able to draw some policy implications for improvements in the workings of individual economies and the global economy as a whole.

**Expected Academic Background:**

Minimum requirements - Introductory micro and macro economics;

Helpful knowledge - International economics

**Textbook:**

No textbooks;

Only web materials and online information will be used

**Reference Books/Other Study Materials:**

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

Course website: (to be announced)

**Assessment:**

Final grade is based on (1) class participation - 30%, (2) midterm exam - 35%, and (3) term paper - 35%.

**Class Schedule:**

**Week 1:**

9/2: Introduction;

9/3: Overview of the global economy

**Week 2:**

9/9: Causes of global financial crisis I;  
9/10: Causes of global financial crisis II

**Week 3:**

9/16: Current global issues I;  
9/17: Current global issues II (Guest: Prof. William Comanor)

**Week 4:**

9/23: No class (national holiday);  
9/24: Global impacts of financial crises

**Week 5:**

9/30: Asian economies facing global financial crises;  
10/1: Comparison with Asian financial crisis in the 90s

**Week 6:**

10/7: Japan I;  
10/8: Japan II

**Week 7:**

10/14: Online class on Japan's current issues;  
10/15: No class (Monday class day)

**Week 8:**

10/21: South Korea;  
10/22: Taiwan

**Week 9:**

10/28: Hong Kong;  
10/29: Singapore

**Week 10:**

11/4: China I;  
11/5: Midterm exam

**Week 11:**

11/11: China II;  
11/12: China's current issues

**Week 12:**

11/18: India (term paper proposal due);  
11/19: Russia

**Week 13:**

11/25: BRICs;

11/26: EU

**Week 14:**

12/2: FTA and international organizations

12/3: Asian economic community

**Week 15:**

12/9: G20 summit and international regulations

12/10: Future of the global economy

(12/16: Term paper due)

**NOTE:**

10/14 - Online class; 11/5 - Midterm exam; 11/18 - Term paper proposal due; 12/16 - Term paper due

**ECN323-1 Money, Banking, and International Finance** (2008curriculum 3 credits)  
**ECN323-1 Money, Banking, and International Finance** (2004curriculum 3 credits)

Tsung-Ming YEH

Year: 2010  
Semester: Fall  
Meeting-time/day: Mon, Wed 9:00-10:15  
Office: A4-8  
Office Hours:  
E-mail: yosomei@aiu.ac.jp  
Website: <http://www.aiu.ac.jp/~yeh/>

**Course Description:**

In this course, we explore topics in the following three categories: (1) money and interest, (2) financial institution and industry, and (3) monetary policy and international finance. In the first category, we introduce the concepts of money, and present models explaining the determinants of interest rates. In the second category, we examine the management of financial institutions and the structure of financial industry. Economic analytical tools will be applied to analyze the financial institutions and industry. In the third category, we turn to the macroeconomic dimension of financial system. We will examine the creation process of money supply in the economy; review the commonly used tools of monetary policy by central banks in the modern economy, and present models explaining the determination of foreign exchange rates.

**Objectives:**

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

**Expected Academic Background:**

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

**Textbook:**

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

**Reference Books/Other Study Materials:**

Corporate Financing and Governance in Japan, Hoshi, MIT Press.

**Assessment:**

First Mid-exam: 20  
Final Exam (Comprehensive): 30%  
Presentations/Participation: 50%

**Class Schedule:**

**Week 1:**

Introduction

**Week 2:**

Money (Ch 3)

**Week 3:**

Interest Rate (Ch 4-5)

**Week 4:**

An Economic Analysis of Financial Structure (Ch 8)

**Week 5:**

Management of Financial Institutions (Ch 9)

**Week 6:**

Japanese Banking system

**Week 7:**

Management of Financial Institutions (Ch 9)

**Week 8:**

Banking Industry: Structure and Competition (Ch 10)

**Week 9:**

Mid Exam

**Week 10:**

Central Bank (Ch 12)

**Week 11:**

Multiple Deposit Creation (Ch 13)

**Week 12:**

Determinants of Money Supply (Ch 14)

**Week 13:**

Tools of Monetary Policy (Ch 15)

**Week 14:**

Foreign Exchange Market (Ch 17)

**Week 15:**  
Final exam



**ECN324-1 History of Economic Thought** (2008curriculum 3 credits)  
**ECN324-1 History of Economic Thought** (2004curriculum 3 credits)

Christian Etzrodt

Year: 2010

Semester: Fall

Meeting-time/day: Tue, Thu 14:00-15:15

Office: A3-3

Office Hours: Tue 9:00-11:30 Wed 9:00-11:30, 14:00-16:30

E-mail: etzrodtc@aiu.ac.jp

Website:

### **Course Description:**

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

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

### **Objectives:**

This course endeavors to equip students with the following capabilities:

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

### **Textbook:**

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

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

- Buchholz, Todd. 1999. *New Ideas from Dead Economists*. Plume Books.
- Heilbroner, Robert. 1999. *The Worldly Philosophers. The Lives, Times and Ideas of the Great Economic Thinkers*. 7th ed. Touchstone.
- Blaug, Mark. 1986. *Great Economists before Keynes*. Cambridge University Press.
- Blaug, Mark. 1987. *Economic History and the History of Economics*. New York University Press.
- Niehans, Jürg. 1990. *A History of Economic Thought*. Johns Hopkins.

- Hausman, Daniel. 1994. *The Philosophy of Economics*. Cambridge.
- Rostow, W. W. 1990. *Theorists of Economic Growth from David Hume to the Present*. Oxford.
- Spiegel, Henry. 1991. *The Growth of Economic Thought*. Duke.

**Assessment:**

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

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

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

**Policies & Remarks:**

HET Maps

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

**Class Schedule:**

**Week 1:**

September 2: Introduction to the course.

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

September 7: The Mercantilist School.

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

September 9: The Physiocratic School.

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

**Week 2:**

September 14, 16: The Classical School—Adam Smith.

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

**Week 3:**

September 21: The Classical School—David Ricardo.

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

**Week 4:**

September 28: The Classical School—David Ricardo.

September 30: The Classical School—Malthus, Bentham, Say, Senior, and Mill.

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

**Week 5:**

October 5: The Classical School—Malthus, Bentham, Say, Senior, and Mill.

October 7: Marxian Socialism.

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

**Week 6:**

October 14: Marxian Socialism.

**Week 7:**

October 19: In-class exam

October 21: The German Historical School and The Institutionalist School.

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

**Week 8:**

October 26: The German Historical School and The Institutionalist School.

October 28: The Marginalist School.

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

**Week 9:**

November 2: The Marginalist School.

November 4: The Neoclassical School.

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

**Week 10:**

November 9, 11: The Neoclassical School.

**Week 11:**

November 16: Game Theory.

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

November 18: Welfare Economics.

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

**Week 12:**

November 25: Welfare Economics.

**Week 13:**

November 30: Presentations of HET maps

December 2: The Keynesian School.

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

**Week 14:**

December 7, 9: The Keynesian School.

**Week 15:**

December 14, 16: The Chicago School.

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

**NOTE:**

Final paper due December 17.

**ECN327-1 Econometrics and Applications** (2008curriculum 3 credits)  
**ECN327-1 Econometrics and Applications** (2004curriculum 3 credits)

LIAN Yi-zheng Joseph

Year: 2010

Semester: Fall

Meeting-time/day: 1400-1645 T

Office: A4-6

Office Hours: noon-1230 T.Th; 1400-1600 Th

E-mail: lian@aiu.ac.jp

Website: -

**Course Description:**

This introductory level course develops and applies mathematical or statistical models to prove or disprove economic theorems or propositions using numerical data. It is a very important research tool for business, government, academia and the legal sector.

**Objectives:**

The specific objectives of the course are to:

- provide the basics of econometric analysis focusing on the least squares method for single and multiple explanatory variables;
- provide an understanding of the issues and pitfalls involved in statistical testing of economic theories;
- expose students to the use of a computer package for analyzing data and allow students to apply the techniques learned in the course to small projects

**Expected Academic Background:**

a course in statistics and some elementary knowledge of economics.

**Textbook:**

Basic Econometrics, 4th edition, by Damodar N. Gujarati, MacGraw-Hill, Inc.

**Reference Books/Other Study Materials:**

You will need a calculator preferably with statistical functions. You can use the calculator for the exams but you will not be allowed to use a cellphone or pda that has a calculator; they do not have the functionality to do the required work anyway.

**Assessment:**

There will be one midterm and one final, several assignments and small projects. Makeup exam will be given only if a student has legitimate excuses and evidence. The letter grade in this class will be based on the two exams (150 points each, a total of 300 points) and the assignments/projects. The letter grades will be assigned as follows:

400 - 372 A

371 – 360 A-

359 – 348 B+

347 – 332 B  
331 – 320 B-  
319 – 308 C+  
307 – 292 C  
291 – 280 C-  
279 – 268 D+  
267 – 252 D  
251 – 240 D  
below 240 F

**Class Schedule:**

**Week 1:**

1: Introduction & Review of elementary Statistic. (2 weeks)

Reading Assignment: Introduction and Chapter 1

2: Two-Variable Regression Analysis: Estimation. (1 weeks)

Reading Assignments: Chapter 2

3. Classical Normal Linear Regression Model. (2 weeks)

Reading Assignments: Chapter 3

4: Two-Variable Regression: Inferences. (1 weeks)

Reading Assignments: Chapter 3

5: Extensions of the Two-Variable Model. (2 weeks)

Reading Assignments: Chapters 4 and 5

6: Multiple Regression Analysis: The Problem of Estimation. (1 weeks)

Reading Assignments: Chapter 6

7: Multiple Regression Analysis: The Problem of Inference. (3 weeks)

Reading Assignments: Chapter 6, 7 and 8

8: Dummy Variables (1 week)

Reading Assignments: Chapter 9

**Week 2:**

pls see above

**ECN328-1 Intermediate Microeconomics** (2008curriculum 3 credits)

**ECN328-1 Intermediate Microeconomics** (2004curriculum 3 credits)

Takahiro Miyao

Year: 2010

Semester: Fall

Meeting-time/day: (Thu) 15:30-16:45, (Fri) 12:30-13:45

Office:

Office Hours: (Thu) 16:45-17:45, (Fri) 9:30-10:30

E-mail: miyao@aiu.ac.jp

Website:

**Course Description:**

In this course, we will study microeconomic theory at the intermediate level, based on introductory microeconomics. Starting with a brief review on introductory concepts, we will analyze the behavior of the consumer and the firm, market demand and supply, market efficiency and optimality, and externalities and public goods by using graphical and mathematical tools.

**Objectives:**

The first objective of this course is to nurture the economic way of thinking, especially in terms of competition and optimality, in order to understand and discuss various economic problems and policy issues. The second objective is to train those students who wish to study further advanced economic theory at the graduate level in the future.

**Expected Academic Background:**

Prerequisite - Introductory microeconomics

**Textbook:**

Varian, Hal R., Intermediate Microeconomics: A Modern Approach (International Student Edition), Norton

**Reference Books/Other Study Materials:**

N. Gregory Mankiw, Principles of Microeconomics, South-Western.

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

**Assessment:**

Final grade is based on (1) Midterm exam - 30%, (2) Final exam - 35%, (3) Class participation - 15%, and (4) Homework and other assignments - 20%

**Class Schedule:**

**Week 1:**

9/2: Introduction;

9/3: Market (supply-demand review)

**Week 2:**

9/9: Budget constraint

9/10: Preferences and utility

**Week 3:**

9/16: Special lecture (Guest: Prof. William Comanor)

9/17: Choice

**Week 4:**

9/23: No class (national holiday);

9/24: Demand

**Week 5:**

9/30: Slutsky equation

10/1: Consumer's surplus

**Week 6:**

10/7: Market demand;

10/8: Income leisure choice

**Week 7:**

10/14: Online class for review;

10/15: No class (Monday class day)

**Week 8:**

10/21: Profit maximization;

10/22: Cost curves

**Week 9:**

10/28: Midterm exam;

10/29: Behavioral economics

**Week 10:**

11/4: Firm supply;

11/5: Industry supply

**Week 11:**

11/11: Equilibrium;

11/12: Monopoly

**Week 12:**

11/18: Oligopoly;

11/19: Game theory



**Week 13:**

11/25: Exchange;

11/26: Welfare

**Week 14:**

12/2: Externalities;

12/3: Public Goods

**Week 15:**

12/9: Income distribution;

12/10: Review

(12/16: Final exam)

**NOTE:**

10/14 - Online class, 10/28 - Midterm exam, 12/16 - Final exam

**ECN331-1 Entrepreneurship** (2008curriculum 3 credits)

**BUS411-1 Entrepreneurship** (2004curriculum 3 credits)

Hitoshi SUGA, MBA, Visiting Professor, Yumi INADA, J.D. (for week-2 & 5 Classes)

Year: 2010

Semester: Fall

Meeting-time/day: Fridays 15:30-18:40

Office:

Office Hours:

E-mail: hhf00530@nifty.com

Website: <http://www.zenshincp.com/index.php?id=16&pageid=OQ==>

**Course Description:**

Japanese students who will register this course as BUS410 for 4 credits rather than for 3 credits for BUS411 will be given additional one-credit project to earn 4 credits for this course.

This course is selected as one of the “ Model Entrepreneurship Education Courses ” by METI (Ministry of Economy, Trade and Industry) ’ s “ Japan Entrepreneurship Education Network for Higher Education ” and AIU has been granted its subsidy to fund a part of this course expenses this year.

Description: Venture business and entrepreneurship constitute the very foundation of modern economies. Toyota, Sony, Honda, Panasonic, Kyocera, Mitsui, and Mitsubishi all started out as tiny ventures. However, present-day Japan seems to be losing entrepreneurial spirit and lags far behind other OECD nations in terms individual aspirations and track record of starting and cultivating new companies, which is particular true in the last few years when the number of IPO ’ s has declined dramatically and many major venture capitals are suffering from large losses in Japan. This is in stark contrast to the eco-system of Silicon Valley, where successful ventures and industrial frontiers are constantly emerging. It is time for Japan to re-engineer its venture eco-system so exciting new companies can once again emerge and grow, and lead away from the 1990 ’ s money and greed-driven "Bit-Valley" ventures of Shibuya, Tokyo and the "IT-bubble" ventures of the early 2000 ’ s. Most of these undesirable Japanese startups have already disappeared or are destined to disappear soon due to their unprofessional, uneducated, and unethical ways. The entrepreneurship world is hyper-dynamic. Business models that succeeded just a couple of years ago are already obsolete.

This course teaches essential elements for successful entrepreneurship, which can be regarded as almost universal, inductively-extracted key factors for success. During the semester, students will experience the ‘ real world ’ of entrepreneurship through eyes and true stories of successful venture capitalists and CEOs of fast-growing venture businesses who will visit our class from Tokyo and Silicon Valley. Their sensational stories about the process of entrepreneurship – from start-up to going public – are stories that few Japanese ever experience. Students will also be exposed to a wide range of theories and conceptual frameworks and will learn practical skills through the analysis of case studies. Groups of 4 to 6 students will be formed and participate in a business plan

competition to be waged toward the end of the semester.

The presentation will be judged by ‘ real world ’ entrepreneurs/venture capitalists and the instructor. In the event that there emerges an exceptionally attractive plan, students may have an opportunity to bring your dream to the real world through the instructor ’ s venture capital network.

**Objectives:**

The objective of the course is to nurture future entrepreneurs. We have four goals: first, to understand each dynamic step in the ‘ process ’ of entrepreneurship, and acquire relevant knowledge in the areas of government regulation, tax, accounting, equity finance, legal environment, and business practices unique to Japan; second, to understand how the processes, theories, concepts of entrepreneurship in other countries (especially America) are being applied, or why they are not being applied, in Japan; third, to learn how to make business dreams a reality, and maximize the chances of success; and fourth, to give each student an opportunity to explore the possibility of becoming an entrepreneur as his/her potential future career.

**Expected Academic Background:**

The course requirement/workload of this course is rigorous with several mandatory classes (see the class schedule below) , and each student is required to have read and analyzed each assigned case before coming to the class, thus only those students with reasonably good interest in entrepreneurship/venture business should apply. Some understandings of Accounting ,Finance, Marketing,International Business, Leadership and Corporate Startegy are preferred but not essential.

Students with strong self-motivation, interest in entrepreneurship, ventures & new business creation in future will benefit most out of this course. Most of the communications between the students and instructors will take place through email and most class assignment, including the preparation of presentation materials will be must be computer-generated. Students are expected to have highly developed computer skills, especially in use of Powerpoint and Excel software.

**Textbook:**

W D Bygrave and Zacharakis, A, ed. The Portable MBA in Entrepreneurship, 4e. New Jersey: Wiley.

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

**Reference Books/Other Study Materials:**

Matsuda, Kouta. Subete wa ippai no coffee kara, ( “ Everything has started with a cup of coffee ” ). Tokyo: Shicho-Bunko. <http://www.shinchosha.co.jp/book/118031/>

Tamaki, Hironobu Kokorozashi wa Kigyo wo Yobu (Sense of Mission will Start a Business) 1st Press, 2006 [http://www.webook.tv/bn/2006/05/post\\_1092.html](http://www.webook.tv/bn/2006/05/post_1092.html)

Hori, Yoshito. Gojin no Ninmu, ( “ Our Responsibilities ” ). Tokyo: Toyo Keizai Shinpousha, 2009

<http://www.7netshopping.jp/books/detail/-/accd/1102659809>. Souza to Henkaku no Shishi Tachi E (Dear Visionary Leaders who Create and Innovate the Society) PHP 2009  
[http://books.yahoo.co.jp/book\\_detail/AAX70782/](http://books.yahoo.co.jp/book_detail/AAX70782/)

**Assessment:**

Student performance will be measured in consideration of his or her achievement of the course Objectives listed above, in the following three areas: 40%: Midterm Examination; 40%: Team presentation (business plans to be prepared by groups throughout the semester and to be presented and judged/graded in the final two sessions); and 20%: Class participation (intelligent contributions during class). Students are expected to have completed all reading assignments – the case, notes, and textbook reading – BEFORE coming to the class and have already familiarized themselves with the concepts written there. We will rely heavily on case method teaching and learning techniques developed at Harvard Business School. Generally, readings from the textbook and notes ARE NOT taught in class. In order to maximize the learning effect of the case study experience, students are expected to spend AT LEAST TWO HOURS for each case preparation.

**Policies & Remarks:**

classes marked with \* require mandatory attendance and each student must attend at more than 8 classes out of total 11 classes excluding independent study works. Notes: (1) The pace and timing of study themes and guest speakers are subject to change. (2) All required readings, lectures, cases, and guest speaker presentations will be in English. However, non-Japanese-speaking students with Japanese language skills will find they have an advantage when it comes to accessing data, articles, websites, and other optional study materials, much of which is not available in English, yet extremely important once you actually start a business in Japan.

(3) 40% of the grade will be based on the achievement and performance of the group business plan presentation (using Powerpoint and Excel) at the final class. All the students in this course will be required to rigorously prepare business plans. This is accomplished in groups of 4-to-6 students each throughout the course. These group work sessions take place during the class hours assigned for Independent Group Works and MOSTLY OUTSIDE REGULAR CLASS HOURS. Each student is expected to actively participate at the presentation contest. Students will be shown business plan examples and early in the semester students will learn how to write a good business plan.

(4) Week3 is the deadline for the submission of business plan ideas. Nomination of the ‘ presidents/CEO ’ s ’ and the incorporation process of each ‘ company ’ will be announced by email. After this class, each student will be required to join in one of the ‘ companies ’ to be formed within the class under the leadership of the each company ‘ president. ’ Students will be designated and will assume his/her role as either one of the ‘ officers ’ or ‘ employees ’ responsible for each business function such as EVP, CFO, Chief Marketing Officer, or just an employee to do various support work. Each company must have one president and at least one EVP. Each student will be accountable for completing his/her part of Powerpoint presentation of each “ company ” at the end of the course. Members of each “ company ” from here on must meet regularly outside the class hours to complete the business plan to be presented at the business plan

contest in the final class. In the event that a particular ‘ president ’ is not performing his or her duties well, or is deemed to be unqualified for the job, a majority vote may remove such a president and a replacement made from among ‘ company ’ members more qualified to assume the post. Also, if any officer or employee is deemed not actively and enthusiastically participating regularly enough in the “ company ” work, with the more than 2/3rd vote of each company and approval by the instructor, such “ underperformers ” may be asked to leave the “ company ” and will receive zero grade in the presentation work. Upon the presentation at the end of the course, each member MUST make presentations concerning their respective responsible portion of the business plan, while “ president ” is only allowed to make the executive summary or conclusion part of the presentation.

### **Class Schedule:**

#### **Week 1:**

(classes marked with \* require mandatory attendance and each student must attend at more than 8 classes out of total 11 classes excluding independent study works):

\* September 3 – Professor Suga (330PM-640PM)

Introduction: Entrepreneurship and Venture Business

Lecture: Introduction by instructor(330PM-500PM)

Discuss readings from textbook and notes:

- Textbook: “ The Entrepreneurial Process ” (pp.1-26)

- Case: “ Takahiko Naraki, The Three Million Yen Entrepreneur. ” IVEY 904M54.

- Case questions:

1) Why is Takahiko Naraki struggling to realize his dream?

2) If you were he, would you have done the same thing or differently? How?

3) Does his business make sense? Why?

4) What should Takahiko Naraki do?

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

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

#### **Week 2:**

\* September 11 – Y Inada, J.D. (330PM-640PM)

Theme: Preparing a Business Plan

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

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

Discuss readings from textbook and notes

- Textbook: “ Idea Generation ” (pp.27-52)

- Textbook: “ Business Planning ” (pp. 109-136)

- Textbook: “ Building Your Pro Forma Financial Statements ” (pp.137-160)

#### **Week 3:**

September 17 – Professor Suga (330PM-640PM)

Theme: Franchising

- Textbook: “ Franchising ” (pp.385-410)

- Case: “ Noodles & Company. ” HBS Case 9-803-174.

- Case questions

1) Analyze and discuss the Personal background and credentials of Aaron Kennedy, and explain his personal strength and weakness in developing Noodles & Company.

2) Analyze and discuss the case, including a competitive analysis of Noodles & Company.

3) What should Aaron Kennedy decide and do as Co-CEO of Noodles & Company?

Guest Speaker (2): Ms. Mikiko Miyaji, Novartis pharma K.K

Also on this day, extra assignments will be given to Japanese students who have signed up for 4 credits in this course to complete an additional one-credit project .

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

Also, if any officer or employee is deemed not actively and enthusiastically participating regularly enough in the “ company ” work, with the more than 2/3rd vote of each company and approval by the instructor, such “ underperformers ” may be asked to leave the “ company ” and will receive zero grade in the presentation work. Upon the presentation at the end of the course, each member MUST make presentations concerning their respective responsible portion of the business plan, while “ president ” is only allowed to make the executive summary or conclusion part of the presentation.

#### **Week 4:**

September 24 – Professor Suga. (330PM-600PM)

Independent Group Works

3:30PM through 600PM of this day or alternative timeslot totaling 150 minutes will have to be spent by students independently in Groups for independent group works for preparing the Business Plan Contest on Dec.3

Students may conduct the designated group works either at the designated classroom, which will be made available during the period, or any other suitable venue students choose within the AIU campus. Students are also required to read the Note below

for the assigned group works.

- Notes: Bhide, Amar. "How Entrepreneurs Craft Strategies that Work." Harvard Business Review, March/April 1994 #94202, Reprint.

**Week 5:**

\* October 1– Y Inada, J.D. (3:30PM-6:30PM)

Midterm Examination:

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

No make-up exam will be given for this.

**Week 6:**

October 8– Professor Suga (330PM-600PM)

Independent Group Works

3:30PM through 600PM of this day or alternative timeslot totaling 150 minutes will have to be spent by students independently in Groups for independent group works for preparing the Business Plan Contest on Dec.3

Students may conduct the designated group works either at the designated classroom, which will be made available during the period, or any other suitable venue students choose within the AIU campus.

**Week 7:**

October 22– Professor Suga (330PM-640PM)

Theme: Review and class discussion of midterm exam.

b)(for 4 credits students only) : Assignment for Independent Research. (The themes of the research paper will be given in class and will be due on November 26 to be submitted during the class on that day.)

Guest Speaker (3)

Mr.Nobuo Okubo, Partner, IBM Strategic Consulting Group

[http://www-06.ibm.com/services/bcs/jp/solutions/sc/glbl\\_int\\_enterprise.html](http://www-06.ibm.com/services/bcs/jp/solutions/sc/glbl_int_enterprise.html)

**Week 8:**

October 29- Professor Suga (330PM-640PM)

Theme: Managing the Growth

Discuss readings from textbook and case:

- Case: " Satura Cakes: Never Another Ordinary Bite " (A). Hitotsubashi

University, Graduate School of International Corporate Strategy ICS-I080XE.

- Textbook: " Beyond Start-up: Developing and Sustaining the Growing Organization " (pp.355-383)

- Case questions:

- 1) Suppose you were at Mr. Tamaki's position, would you have pursued the same strategy both in California and Hawaii?
- 2) What should Mr. Tamaki do now?

Optional reading (in Japanese only): Tamaki, Hironobu. *Kokorozashi wa kigyo wo yobu*, ( " Ambitions call for entrepreneurship – endless challenges by a serial entrepreneur " ). Tokyo: First Press.

Guest Speaker (4): Mr. Hironobu Tamaki, Founder, Chairman & CEO, Satura Cakes Inc.

<http://www.saturacakes.com/store/pages.php?pageid=12>

<http://www.herecomestheguide.com/service/detail/satura-cakes/>

<http://www.saratogapartners.co.jp/members.html>

[http://www.f-mag.jp/0711/tk\\_tamaki01a.html](http://www.f-mag.jp/0711/tk_tamaki01a.html)

### **Week 9:**

November 5- Professor Suga (330PM-640PM)

Theme: E-Commerce

Discuss readings from textbook and note:

- Textbook: " Entrepreneurs and the Internet " (pp.377-404)

Cases: " Rakuten " HBS 9-305-050

Case questions:

- 1) Evaluate the spectacular growth and success story of Rakuten and discuss/analyze the factors which has led the company to such a success
- 2) Conduct the competitive analysis for Rakuten and determine what makes the company to achieve such a dynamic growth and transformation from a small start-up venture to a huge conglomerate as it is today in only more than a decade.
- 3) What is next optimal growth strategy for Rakuten?

Guest Speaker (5): Ms. Kiyomi Saito, President & CEO, J-Bond Securities Inc.

<http://www.mymba.co.jp/component/content/238?task=view>

[http://www.jbond.co.jp/profile\\_e.html](http://www.jbond.co.jp/profile_e.html)

### **Week 10:**

November 12 – Professor Suga. (330PM-600PM)

Independent Group Works

3:30PM through 600PM of this day or alternative timeslot totaling 150 minutes will have to be spent by students independently in Groups for independent group works for preparing the Business Plan Contest on Dec.3

Students may conduct the designated group works either at the designated classroom, which will be made available during the period, or any other suitable venue students choose within the AIU campus.

### **Week 11:**

\* November 19– Professor Suga (330PM-640PM)

Rehearsals of the presentations:



Rehearsals will be held in class in the presence of the instructor. Certain comments/suggestions will be given for finalization of each business plan to be presented on December 3.

**Week 12:**

November 26– Professor Suga (330PM-640PM)

Theme: Creating a new industry

Discuss readings from textbook, case, and notes:

- Textbook: “ Opportunity Recognition ,Shaping, and Reshaping ” (pp.63-82)

- Case: “ Lotus Development Corporation. ” HBS Case 9-285-094.

- Case questions and instructions:

1) Analyze Lotus ’ s business opportunity vs. its corporate resources and discuss why this company is so exciting to Sevin-Rosen Partners in 1982. Evaluate the size of the opportunity.

2) Carefully discuss Mitch Kapor ’ s personal profile. Compare it with Japanese entrepreneurs such as Takahiko Naraki from Week-2 class. Observe fundamental differences between the US and Japan in terms of what it takes to build a truly successful venture that “ can change the world. ”

3) How much do you think the Lotus is worth in 1982 and how much money should Kapor accept as the first time equity investment from a venture capital?

Guest Speaker (6)Mr. Yoshito Hori, Chairman & CEO of Globis Group, President, Globis University, Managing Partner, Globis Capital Partners

<http://e.globis.co.jp/en/gg/company/management.html>

<http://www.globis.co.jp/company/management.html>

<http://e.globis.co.jp/en/gg/company/message.html>

**Week 13:**

\* December 3 – Professor Suga (330PM-640PM)

Business Plan Contest:

Contest details: 20-minute, 20-page Powerpoint presentations by “ companies, ” followed by 10-minute Q&A from panel of judges. Each presentation will be evaluated by 5-point scale. In the unlikely event that any of the “ companies ” fails to achieve an average score of 2.0 out of a possible 5.0 from the judges, such company may be considered “ unsatisfactory ” and ALL ‘ company ’ members may receive a failure grade for this course. Judges consist of the instructor, another faculty member from CELS, and one guest judge. Please also note the judges will have absolute discretion in grading each company ’ s presentation, and no complaints of the grades given by judges will be accepted.

**NOTE:**

This course is selected as one of the “ Model Entrepreneurship Education Courses ” by METI (Ministry of Economy, Trade and Industry) ’ s “ Japan Entrepreneurship Education Network for Higher Education ” and AIU has been granted its subsidy to fund a part of this course expenses this year.

The instructor is a successful entrepreneur, and founder and former CEO of a major

venture capital firm, and presently is chairman of investment committee of an emerging venture capital firm based in Silicon Valley and managing director of a start-up food/beverage franchising venture investment company based in Singapore, while holding board and special advisor seats in several emerging ventures. He is a graduate of Waseda University and MBA from Harvard Business School and also teaches at Keio Business School (MBA) and Kyoto University.  
<http://www.interliteracy.com/philosophy/001/suga.html>

**ECN332-1 Business Law** (2008curriculum 3 credits)  
**ECN332-1 Business Law** (2004curriculum 3 credits)

Geoff Woodward

Year: 2010  
Semester: Fall  
Meeting-time/day: (Mon, Wed) 15:30-16:45  
Office: A2-9  
Office Hours: TBA  
E-mail: woodward@aiu.ac.jp  
Website:

**Course Description:**

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

**Objectives:**

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

A fundamental understanding of relevant legal issues encountered in a business context.

A fundamental understanding of relevant legal rules and practices applicable in a business context.

The ability to analyze a US appellate court opinion, in order to identify the issue, the rule, the courts application of the rule to the facts of a case, and the court ' s decision..

The ability to identify legal issues and apply the correct law to various factual situations in a business context.

A fundamental understanding of the differences between US law and Japanese law concerning basic business transactions.

A greater understanding of and appreciation for the role ethics plays in business law.

**Expected Academic Background:**

This is an "Introductory" level undergraduate business course. However, because of the technical complex nature of legal studies in general (and specifically US law related to the transaction of business) Junior/Senior level status is recommended. Non-native English speakers are encouraged to take the course, but a relatively strong TOEFL (550 minimum) is required.

**Textbook:**

Ashcroft, Janet E. Law for Business. Thompson, 17th edition. Please make sure to purchase the newest edition of the textbook (17th edition).

**Assessment:**

Quizzes-20 points

Case Analysis-20 points

Mid-Term Exam-20 points

Final Exam (cumulative)-30 points

Participation-10 points

A: 90-100 points

B: 80-89 points

C: 70-79 points

D: 60-69 points

F: 59 points and below

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

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

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

**Class Schedule:**

**Week 1:**

US Legal System

Chapters 1,2

**Week 2:**

Chapters 3,4

**Week 3:**

Contracts

Chapters 5,6

**Week 4:**

Chapters 7,8

**Week 5:**

Chapters 9,10

**Week 6:**

Chapters 11,12

**Week 7:**

Chapter 13

**Week 8:**

Sales/CISG

Mid-Term Exam, Chapter 16

**Week 9:**

Supplementary Material

**Week 10:**

Supplementary Material

**Week 11:**

Agency

Chapters 26,27

**Week 12:**

Business Organizations

Chapters 31,32 (Supplementary Material)

**Week 13:**

Chapters 33,34

**Week 14:**

Chapters 35,36

**Week 15:**

TBA

**NOTE:**

There will be a Final Exam.

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

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

**GEO240-1 Geography of East Asia** (2008curriculum 3 credits)

**GEO330-1 Regional Geography of East Asia** (2004curriculum 3 credits)

Norie OSHIMA

Year: 2010

Semester: Fall

Meeting-time/day: Mon & Fri 14:00-15:15

Office: A3-10

Office Hours: Mon & Fri, 10.30-12.00

E-mail: n-oshima@aiu.ac.jp

Website:

**Course Description:**

Regional geography deals with wide range of subjects and tries to find regional characteristics. This course designed to help students understand geographic character of East Asia by studying both physical and human facts of the area.

At first, we will consider natural environment of Asia, and divide into some parts of the area. Then we try to grip what regional characteristics have been formed under such environment. Both historical and contemporary issues will be discussed.

The class will go off interactively and sometimes will have discussions.

**Objectives:**

The objectives of this course is to provide students with

- \* Knowledge and understanding of regional characteristics in East Asia;
- \* Knowledge and understanding of the relationship between nature and human being;
- \* The ability to develop a scientific perspective, and to present geographic perspective to other students both orally and in writing;
- \* The ability to develop a scientific and logical way of thinking.

**Textbook:**

\* Veeck, G., Pannell, C.W., Smith, C.J. and Huang Y. (2007): China ' s Geography: Golobalization and the Dynamics of Political, Economic, and Social Change. Lanham: Rowman and Littlefield Publishers.

\* The textbook is available until 30th September in the library faculty reserve –vol.1&vol.2

**Assessment:**

10pts: Class Attendance (0-10: Opt, 10-15: 5pts, 15-: 10pts)

30pts: Three Film Essays (10pts for each, 400-500 words)

20pts: Presentation (40min)

20pts: Midterm exam

20pts: Two Reaction Papers (with key words, 10pts for each topic, 400-500words)

**Class Schedule:**

**Week 1:**

Plase see the attached file.

**HIS290-1 Modern History of China** (2008curriculum 3 credits)

**HIS280-1 Modern History of China** (2004curriculum 3 credits)

Norihito Mizuno, Ph. D.

Year: 2010

Semester: Fall

Meeting-time/day: Tuesday & Thursday, 12:30-13:45

Office: C3-7

Office Hours: Monday & Wednesday, Noon-13:30, or by appointment

E-mail: nmizuno@aiu.ac.jp

Website:

**Course Description:**

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

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

**Objectives:**

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

**Expected Academic Background:**

1. Students are expected to be familiar with HIS250-level of basic knowledge of East Asian civilization, including China, at least. Hence, taking this course, in parallel with HIS250, would be by no means a smart way to pursue successful academic performance.

**Textbook:**

TBA

**Assessment:**

1. Examinations (30% + 30% = 60%): Midterm and final examinations based on lectures and the assigned readings. A study guide will be given approximately one week before each exam.
2. Multiple-choice Quizzes (10% x 2 = 20%): Two multiple-choice quizzes (20 multiple-choice questions each). A study guide will be given approximately one week before each quiz.



3. Attendance (10%): Attendance will be taken at the beginning of every meeting. Late Arrival would not be counted as attendance. Do not be absent more than five times; otherwise, you would automatically lose 10%.

4. Class Participation (10%): Students are expected to be active in raising questions and speak up in class ( NOT after class). Silence would never contribute to your participation grade. Since the instructor will not call on you, you would have to

\*It is quite likely that you will be given some chances to earn extra points.

**Policies & Remarks:**

1. Students have to attend all the scheduled meetings.
2. Students have to come to classroom on time.
3. Students are not allowed to eat and drink in class.
4. Students have to complete all the course requirements to pass this course.
5. Silence would never help you to get a good grade.

**Class Schedule:**

**Week 1:**

(Sep. 2) Course Introduction

**Week 2:**

(Sep. 7) Brief Overview of China before 1800

(Sep. 9) The Beginning of the "Century of Humiliation"

**Week 3:**

(Sep. 14) Further Humiliation & Domestic Upheavals

(Sep. 16) China's Response to Crisis 1

**Week 4:**

(Sep. 21) China's Response to Crisis 2

**Week 5:**

(Sep. 28) China's Response to Crisis 3

(Sep. 30) Documentarary Film on the Revolutionary Period

**Week 6:**

(Oct. 5) Revilutionary China 1: China in Disunity & Transition

(Oct. 7) Revolutionary China 2: KMT & CCP

**Week 7:**

(Oct. 14) In-Class Discussion: Marxism & Three People's Principles

**Week 8:**

(Oct. 19) Midterm Examination

(Oct. 21) Anti-Japanese Struggle in 1930s and early 40s

**Week 9:**

(Oct. 26) Chinese Civil War

(Oct. 28) China under CCP

**Week 10:**

(Nov. 2) Socialist Construction under Mao

(Nov. 4) Documentary Film on the Great Cultural Revolution

**Week 11:**

(Nov. 9) The Great Cultural Revolution

(Nov. 11) The End of Mao's Era

**Week 12:**

(Nov. 16) In-Class Discussion

(Nov. 18) Economic Reform under Deng

**Week 13:**

(Nov. 25) Documentary Film on the Tiananmen Square Incident

**Week 14:**

(Nov. 30) The Tiananmen Square Incident & Aftermath

(Dec. 2) The Rise of China in the 1990s

**Week 15:**

(Dec. 7) China in the 21st Century

(Dec. 9) In-Class Discussion

**NOTE:**

(Dec. 14) Review

(Dec. 16) Final Examination

\* The course schedule is subject to change

**HUM270-1 Cultural Traditions of East Asia** (2008curriculum 3 credits)  
**HUM380-1 Arts and Culture of East Asia** (2004curriculum 3 credits)

Hidemichi TANAKA

Year: 2010  
Semester: Fall  
Meeting-time/day: Mon 15:30-18:15  
Office: A4-2  
Office Hours:  
E-mail: tanahide@s3.dion.ne.jp  
Website:

**Course Description:**

Cultural traditions consists three categoris of history ;1 Arts,2 Religion, 3 Customs. In this couse,the instructor chooses 1 and 2 of East Asia. The History of Japanese Arts is treated as principal theme, comparing with Chinese and Korean ones.

**Objectives:**

To understang the Japanese traditional culture,the Arts are so important and in this course,the instructor explains the history of Japanese Arts from the Jomon period to modern arts with the illustrations.

**Expected Academic Background:**

The bacic knowledge of the chronological Japnese periods are required.  
Jomon period, Yayoi, Kofun, Asuka,Nara,Heian, Kamakra,Muromachi,Momoyama, Edo, Meiji and Modern period are divided in Japan History.

**Textbook:**

Hidemichi Tanaka, A History of Japanese Art, Akita University Press, 2008.(The instructor distributes each course the copy of this book)as

**Reference Books/Other Study Materials:**

Michel Sullivan, The Arts of China, University of California Press, 5th editon, 2008.

**Assessment:**

Marks od two reports, a final examination, and the attendance in the course.

**Class Schedule:**

**Week 1:**

Arts of Jomon period.

**Week 2:**

Arts of Yayoi and Kofun period.

**Week 3:**

Arts of Asuka period.(Archaism Art)

**Week 4:**

Arts of Hakuho and Nara periods (Classicism Art)

**Week 5:**

Arts of Nara period (Classicism Art)

**Week 6:**

Arts of Nara period (Classicism Art)

**Week 7:**

Arts of Heian period (Mannerism Art)

**Week 8:**

Arts of Kamakura period (Baroque Art)

**Week 9:**

Arts of Kamakura period (Baroque Art)

**Week 10:**

Arts of Muromachi period (Romanticism Art)

**Week 11:**

Arts of Momoyama and Edo periods (Romanticism Art)

**Week 12:**

Arts of Edo period (Japonism Art)

**Week 13:**

Arts of Edo period (Japonism Art)

**Week 14:**

Arts of Meiji and Modern period (Modernism Art)

**Week 15:**

Modern Art and a final examination

**HUM371-1 Theater and Cinema in East Asia** (2008curriculum 3 credits)  
**HUM360-1 Chinese Cinema and Society** (2004curriculum 3 credits)

Haruo TOBARI

Year: 2010

Semester: Fall

Meeting-time/day: Thu 15:30-16:45 Fri 12:30-13:45

Office:

Office Hours:

E-mail:

Website:

**Course Description:**

The play and the cinema has become a part of our daily life for a long time. As an art and entertainment, they made our life more meaningful and more enjoyable. We could not imagine the life without them. It is interesting to study them indeed as they are in general.

In the meantime we could not forget the fact that the play and cinema reflect and reconstruct in various ways the society where we live and they are produced. They create and show us their own images of the society. So they could offer us some unique observations of the society and many interesting points of view on various phenomenon in our society. Sometime they play an important role to unite the people against the national enemy, or mobilize the people toward a certain direction. This course are going to take up the play and the cinema in this context . In other words the play and the cinema are looked from the socio-political standpoint in this course.

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

**Objectives:**

This course has two objectives. Firstly to obtain certain knowledge to watch and appreciate the play and the cinema in general. Secondly to learn how to find the historical and social realities of China through Chinese play and cinema.

**Textbook:**

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

**Assessment:**

The students will be requested to submit a report on “ The Blue Kite (藍風箏) ” about the

end of December( see the course schedule).

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

**Policies & Remarks:**

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

**Class Schedule:**

**Week 1:**

The play and the cinema in general. Chinese play and cinema. Texts and some other materials will be provided.

**Week 2:**

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

**Week 3:**

“ Teahouse ” and Chinese historical developments .

**Week 4:**

“ Teahouse ” and Chinese historical developments .

**Week 5:**

“ Teahouse ” and Chinese historical developments .

**Week 6:**

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

**Week 7:**

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

**Week 8:**

Chinese movies have changed!

**Week 9:**

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

**Week 10:**

Historical and political changes in China behind the birth of Fifth Generation Cinema. Showing “ The Blue Kite (藍風箏) ” (1993).

**Week 11:**

Historical and political changes in China behind the birth of Fifth Generation Cinema. Showing “ The Blue Kite (藍風箏) ” (1993) Submit a report on the movie by the next Thursday.

**Week 12:**

Discuss about the background of the movie and watch it again.

**Week 13:**

Discuss about the background of the movie and watch it again. Submit the second report on the movie by the next Thursday.

**Week 14:**

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

**Week 15:**

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

**SOC376-1 Mongolian Society Today** (2008curriculum 3 credits)  
**SOC376-1 Mongolian Society Today** (2004curriculum 3 credits)

KANAOKA, Hidero

Year: 2010  
Semester: Fall  
Meeting-time/day: Wed 9:00-11:45  
Office: A4-3  
Office Hours:  
E-mail: hkanaoka@aiu.ac.jp  
Website:

**Course Description:**

This course provides students with a basic knowledge of the Mongolian modern history which covers the period from Yuan dynasty to present Mongolia.

**Objectives:**

Students are required to understand the success of Mongol Empire and her downfall along with the present situations of "Outer" and "Inner" Mongolia.

**Textbook:**

Reproductions of some books and essays will be handed out.

**Assessment:**

An exam given on the last class 35%  
An essay 35%  
Presentation 30%

**Class Schedule:**

**Week 1:**

Introduction

**Week 2:**

Mongol Empire and Europe - The legend of Prester John

**Week 3:**

The Christian Countermeasure against the Mongols

**Week 4:**

The annexation of China by Qubilai QaGan

**Week 5:**

The Reign of The Enlightened Emperor Qubilai



**Week 6:**

The annexation of Korea by Qubilai

**Week 7:**

Attacks on Japan

**Week 8:**

The Withdrawal of the Mongols from China

**Week 9:**

Changes From Mongol System (or Qubilai System) to Chinese System

**Week 10:**

The Heritage of the Mongol Empire

**Week 11:**

North Mongolia which Suffered from Two Big Countries

**Week 12:**

Southern Mongolian struggle for independence from China under Japanese cooperation

**SOC380-1 South and North Korean Societies** (2008curriculum 3 credits)  
**SOC360-1 Social Structure in Korea** (2004curriculum 3 credits)

C. Kenneth Quinones

Year: 2010

Semester: Fall

Meeting-time/day: 15:30-16:45 Tues & Thurs

Office: C 3-2

Office Hours: M & W 15:30-17:00, T 14:00-15:00

E-mail: ckquinones@msn.com

Website: www.ckquinones.com

**Course Description:**

This introductory level course acquaints students with the social, political and economic values of contemporary South and North Korea, and their educational, social and political systems. Attention will also be given to how Koreans view other nations, particularly the United States, Japan, China and Russia.

**Objectives:**

Course goals.

- Improve ability to comprehend lectures in the English language, and to use English to acquire new information and to express their newly acquired knowledge both verbally and in writing.
- Learn about contemporary South and North Korean societies, particularly about their governmental organization, politics, social organization, education systems, economic institutions, and the process of change in both societies.

**Expected Academic Background:**

Prior Academic Preparation:

None

**Textbook:**

There is no text book. Students will find on reserve, C. Kenneth Quinones, Complete Idiot ' s Guide to Understanding North Korea (Penguin Alpha Books). Additional reading materials will be put on reserve in the library and/or distributed in class as listed below in the schedule of class meetings.

**Assessment:**

Written Quizzes: There will be two written examinations to test student ' s ability to identify important persons, dates and issues. Students will be provided a list of key terms to study. Each test will be worth 45% of the final course grade. If a quiz is missed without prior permission or evidence that the student was engaged in an officially sanctioned activity, the quiz grade will automatically be reduced one letter grade.

Professor ' s Discretion 10%: The professor reserves the right to determine whether a student ' s participation in class discussion and attendance merits credit at the end of the

semester. Regular and active class participation will be a major consideration.

**Policies & Remarks:**

Class participation is very important. Students will be excused from class based on the guidelines in the Student Handbook.

**Class Schedule:**

**Week 1:**

Course Introduction

**Week 2:**

North and South Korea Compared

- North and South Korea – People, Land and Resources
- North and South Korea - Cities, Ports and Military

**Week 3:**

Social and Political Philosophies

- Confucian and Buddhist Heritage
- Nationalism

**Week 4:**

Sources of Mutual Distrust

- The Korean War
- The Cold War

**Week 5:**

Educational Systems

- South Korea
- North Korea

**Week 6:**

Social Systems

- South Korea
- North Korea

**Week 7:**

Political and Governmental Institutions

- South Korea ' s Government
- North Korea ' s Government

**Week 8:**

- Review
- Quiz I

**Week 9:**

Political Philosophies

- South Korean Democracy
- North Korea ' s Juche

**Week 10:**

Leadership

- South Korea ' s Political Elite
- Kim Jong Il and his advisers “

**Week 11:**

North Korea ' s Policy Priorities

- Kim Jong Il ' s “ Military First ” Policy
- Kim Jong Il ' s Succession Problem

**Week 12:**

Economic Systems

- South Korea
- North Korea

**Week 13:**

South and North Korean Militaries

- South Korea
- North Korea

**Week 14:**

Korea ' s Future

- The Koreas Compared
- Is Unification Possible

**Week 15:**

Course summary

- Discussion
- Review & final quiz

Week 16. Final Quiz

**SOC385-1 Russian Society Today** (2008curriculum 3 credits)  
**SOC370-1 Russian Society Today** (2004curriculum 3 credits)

Kenro NAGOSHI

Year: 2010  
Semester: Fall  
Meeting-time/day: (Fri) 12:30-13:45,14:00-15:15  
Office:  
Office Hours:  
E-mail: knagoshi@nifty.com  
Website:

**Course Description:**

This course analyze the past and the present of Russia with the consideration towards it's future from a political ,economic and geographic view. Socialism was a huge lessen for mankind and what would happen in the aftermath of socialism is also a experiment. This course comments on Russia and its role with regard to the rise and fall of its political system and the current and future experiment with an open market system. Moreover, we will examine Russo Japan relations with regard to security and Economic Opportunities.

**Objectives:**

The aim of this course is to introduce students to the complexities of Russia. Russian twentieth century is full of dynamism and tragedy. I try to present vivid historical facts including socialist revolution , Stalin teror ,Patriotic war , Cald War and collapse of Soviet Union via visual presentation to gain a practical understanding through chronological analysis of the many events it has experienced. And I will try to show the diversity of politics, economy and society of present Russia from my experience as a foreign correspondent in Moscow for eight years.

**Expected Academic Background:**

There is no expected academic work preparing for the course.

**Textbook:**

Distribution of copies of text or articles each time.

**Reference Books/Other Study Materials:**

"STALIN - The Court of the Red Tsar" Simon Sebag (London ,Vintage Books 2003)

**Assessment:**

Class participation and discussion (20%)  
Final examination (80%)

**Class Schedule:**

**Week 1:**

Imperial Russia and Socialist revolution

**Week 2:**

Stalin ,war and terror

**Week 3:**

Post Stalin and the Cold War

**Week 4:**

Berlin Wall and the Korean War. The role of Soviet Union.

**Week 5:**

Gorbachev ,Eltyn and collapse of the Soviet Union

**Week 6:**

Putin and present Russian politics

**Week 7:**

Present foreign policy of Russia toward the west

**Week 8:**

Present foreign policy of Russia toward China and Asia

**Week 9:**

Russian economy and energy policies

**Week 10:**

Russian military policy and intelligence organisation

**Week 11:**

Former Soviet Union and 15 independent states

**Week 12:**

Soviet and Russian relations with Japan

**Week 13:**

Northern territories issue with Japan

**Week 14:**

Russian Far East and Siberia. Regional cooperation with Japan

**Week 15:**

General overview and Examination

**SOC395-1 Chinese Economy** (2008curriculum 3 credits)  
**ECN350-1 Chinese Economy** (2004curriculum 3 credits)

Moriki Ohara, PhD

Year: 2010

Semester: Fall

Meeting-time/day: Thu 14:00-16:45

Office:

Office Hours:

E-mail: mohara@econ.ryukoku.ac.jp

Website:

**Course Description:**

Through the course, we will try to grasp the basic features of the Chinese economy in comparison to the other Asian economies. We will explore the two types of factors that brought about the rapid economic growth of China; (1) factors that are common among other Asian economies, and (2) China-specific factors which have been deeply embedded to its social and political structure.

We will read internationally-recognized academic papers. Students are requested to make presentations on the papers and participate actively in the discussions.

**Objectives:**

The aims of this course include; (1) to obtain the understanding of the basic features of the Chinese economy and society in comparison with other Asian economies including Japan, Korea, Taiwan, and India, and (2) to understand the key factors that have driven China's recent rapid economic growth and underlying problems.

**Expected Academic Background:**

non

**Textbook:**

Barry Naughton, 2006, The Chinese Economy: Transitions and Growth, MIT Press

**Reference Books/Other Study Materials:**

Moriki Ohara, 2006, The Interfirm Relations under Late-Industrialization: The Supplier System in Motorcycle Industry, Institute of Developing Economies

**Assessment:**

60% by Course Participation (including presentations), 40% by Final Essay (2000 words)

**Class Schedule:**

**Week 1:**

Basic frameworks to observe the Chinese economy

**Week 2:**

The Chinese economies before 1949

**Week 3:**

Socialist Economy Regime

**Week 4:**

Urban-rural divide

**Week 5:**

Demographic Transition and aging

**Week 6:**

Growth and structural change

**Week 7:**

Labor and human resources

**Week 8:**

Growing inequalities and living standards

**Week 9:**

Rural Organization and Agriculture

**Week 10:**

Rural Industrialization

**Week 11:**

Industrialization and Manufacturing Firms

**Week 12:**

Trade and Foreign Investment

**Week 13:**

Knowledge-based Economy and Innovations

**Week 14:**

Central and Local Governments

**Week 15:**

Conclusions



**HIS210-1 U.S. History** (2008curriculum 3 credits)

**HIS270-1 Modern History of the United States** (2004curriculum 3 credits)

Itsuki KURASHINA

Year: 2010

Semester: Fall

Meeting-time/day: TR 12:30-13:45

Office: C 3-6

Office Hours: M 10:30-12:00, 13:00-14:30

E-mail: ikurashina@aiu.ac.jp

Website:

**Course Description:**

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

**Objectives:**

This course has three primary goals:

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

**Textbook:**

The Enduring Vision: A History of the American People, Concise Sixth Edition, by Paul S. Boyer, Clifford E. Clark Jr., Sandra McNair Hawley, Joseph F. Kett, Andrew Rieser, Neal Salisbury, Harvard Sitkoff, and Nancy Woloch (Wadsworth, 2010)

**Assessment:**

Four Short Papers: 60%

Final Examination: 40%

**Class Schedule:**

**Week 1:**

Colonial Development

**Week 2:**

Independence of the United States

**Week 3:**

the Civil War

**Week 4:**

Westward Expansion

**Week 5:**

Industrialization

**Week 6:**

Progressivism

**Week 7:**

Road to World War I

**Week 8:**

Prosperity and Poverty in the 1920s

**Week 9:**

Great Depression and the New Deal

**Week 10:**

World War II

**Week 11:**

"One World" to Containment

**Week 12:**

Affluence and Discontent

**Week 13:**

Decline from Supremacy

**Week 14:**

Reagan Revolution

**Week 15:**

Examination

**PLS230-1 U.S. Constitution** (2008curriculum 3 credits)

**PLS330-1 The U.S. Constitution** (2004curriculum 3 credits)

Takeshi Akiba

Year: 2010

Semester: Fall

Meeting-time/day: MW 10:30-11:45

Office: C-303

Office Hours: TR 14:00-16:00

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

Website: <http://www.geocities.co.jp/WallStreet/1787/index.html>

**Course Description:**

This is an intermediate course on the government structure established by the U.S. Constitution and rights that are protected by that instrument. Emphasis will be on the protection of individual rights, with attention to how governmental structure (such as federalism and judicial review) affects the protection of rights. Since students may lack the knowledge of the social background of constitutional issues, readings will include articles that provide this information. The course aims at educating students to analyze contemporary social and political issues from a constitutional perspective.

**Objectives:**

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

- 1) Explain the history and evolution of the major provisions of the U.S. Constitution.
- 2) Discuss and articulate positions on current constitutional controversies, especially regarding liberty and equality.
- 3) Discuss how constitutional structure affects the protection of individual rights.

**Expected Academic Background:**

Students are STRONGLY encouraged to take PLS280 U.S. Political System and HIS210 U.S. History before or at least parallel to this course. Students are also encouraged to take courses on Japanese politics and the Japanese Constitution before or at least parallel to this course.

**Textbook:**

C. Suzanne Bailey and Chana Barron, Constitutional Law (pending arrangement)

**Reference Books/Other Study Materials:**

Sue Davis, Understanding the Constitution

Daniel A. Farber, William N. Eskridge, Jr., Philip P. Frickey, Constitutional Law: Themes for the Constitution ' s Third Century

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

Robert G. McCloskey, The American Supreme Court

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

John H. Garvey, T. Alexander Aleinikoff, Daniel A. Farber, eds., Modern Constitutional Theory: A Reader

Joanne Banker Hames & Yvonne Ekern, Constitutional Law: Principles and Practice

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

Peter Woll, American Government: Readings and Cases

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

**Assessment:**

Mid-term examination 30 points

Final examination 40 points

Written assignments 10 points

Moot Court 10 points

Class discussion 10 points

**Class Schedule:**

**Week 1:**

Fundamentals

"Reading" the Constitution: text and interpretation

Judicial review and Judicial supremacy

**Week 2:**

Equal protection: Race

Brown v. Board and school integration

Affirmative action

**Week 3:**

Equal protection: Gender

Traditional and contemporary attitudes

VMIA case: gender perceptions and equality

**Week 4:**

Right to privacy: Abortion

Griswold, Roe, Planned Parenthood v. Casey

Late-term abortion and the Court

**Week 5:**

Right to privacy: Sexual orientation  
Lawrence v. Texas and same-sex relations  
Same-sex marriage controversy

**Week 6:**

Review and Mid-term (tentative)

**Week 7:**

Economic liberties  
Freedom of contract  
Takings and governmental regulation

**Week 8:**

Freedom of Speech  
The internet and freedom of speech  
Press privileges and regulation

**Week 9:**

Freedom of Religion  
Strict separation v. Accommodation  
Establishment Clause and Free Exercise Clause

**Week 10:**

Criminal Procedure  
Miranda rights  
Death penalty

**Week 11:**

Presidential powers  
War powers and its expansion  
"War on terrorism" and civil liberties

**Week 12:**

Federalism  
The uses of the Interstate Commerce Clause  
Immigration law and the states

**Week 13:**

Current issues  
Gun regulation and the Second Amendment  
Citizenship and the Fourteenth Amendment

**Week 14:**  
Moot Court

**Week 15:**  
Review and Final exam

**PLS280-1 U.S. Political System** (2008curriculum 3 credits)  
**PLS280-1 Political System of the U.S.** (2004curriculum 3 credits)

Dr. Ronald Hrebenar

Year: 2010  
Semester: Fall  
Meeting-time/day: M and W, 1530-1645  
Office: TBA  
Office Hours: M and W, 1400-1530 and by appointment  
E-mail: ron.hrebenar@poli-sci.utah.edu  
Website: none

**Course Description:**

This course is designed to familiarize the students with the government and politics of the United States. Why study the U.S.A? It is the world ' s only superpower and its political actions impact the rest of the world in almost every way: political, economic, militarily and socially. All the major institutions (legislative, executive and judicial) will be discussed in terms of how the American political system actually operates and the basic theories they are built upon. Additionally, various aspects of American political behavior (public opinion, voting behavior and other forms of political participation) will be discussed. Finally, various contemporary American political issues will be addressed within the context of the political institutions and patterns of American political beliefs and traditions.

**Objectives:**

The course objectives are:

1. To understand how the American political system makes policy.
2. To understand how Americans participate in decision making in the American democracy.
3. To understand the strengths and weaknesses of American politics and the United States.

**Expected Academic Background:**

As determined by AIU

**Textbook:**

Sidlow and Henschen, GOVT, 2nd Ed. 2011, Wadsworth (Paperback)  
Stinebricker, American Government-Annual Editions, 2010-2011. (paperback)

**Reference Books/Other Study Materials:**

As assigned in class.

**Assessment:**

成績評価の方法 Evaluation

Grades will be based on:

1. Short essay (in English). To be turned in at the end of Week 3. 30%

2. Final exam. Third class period, Week 4. 50%
3. Attendance and class participation/class discussions. 20%

Grades will be based on:

1. Term paper. To be turned in at the end of Week 14. 30%
2. Midterm Exam. 25%
3. Final Exam 30%
4. Attendance and class participation 15%

**Class Schedule:**

**Week 1:**

Sept 6: Introduction to American Political System  
Sidlow, Chp 1

Annual Editions readings will be assigned at the beginning of term

**Week 2:**

Sept 13: American Political Thought and Ideologies  
Sidlow, Chp 1

**Week 3:**

Sept 22: Federalism  
Sidlow, Chp 3

**Week 4:**

Sept 27: Constitution  
Sidlow, Chp 2

**Week 5:**

Oct 4: Bill of Rights  
Sidlow, Chps 4 and 5

**Week 6:**

Oct 13: Political Participation: Political Parties  
Sidlow, Chp 7

**Week 7:**

Oct 18: Political Participation: Interest Groups  
Sidlow, Chp 6

**Week 8:**

Oct 25: Political Participation: Public Opinion



Sidlow, Chp 8

**Week 9:**

Nov 1: Political Participation: Voting Behavior

Sidlow, Chp 8

**Week 10:**

Nov 8: Political Participation: Media, Campaigns and Elections

Sidlow, Chps 9 and 10

**Week 11:**

Nov 15: Political Institutions: Legislative

Sidlow, Chp 11

**Week 12:**

Nov 22: Political Institutions: Executive

Sidlow, Chps 12 and 13.

**Week 13:**

Nov 29: Political Institutions: Judiciary

Sidlow, Chp 14

**Week 14:**

Dec 6: American Domestic Policymaking

Sidlow, Chp 15

**Week 15:**

Dec 13: American Military and Foreign Policymaking

Sidlow, Chp 16

Final Examination, Dec. 20; Final Exam discussion, Dec. 22

**PLS325-1 U.S. Judiciary** (2008curriculum 3 credits)  
**LAW320-1 U.S. Legal System** (2004curriculum 3 credits)

Takeshi Akiba

Year: 2010  
Semester: Fall  
Meeting-time/day: TR 10:30-11:45  
Office: C-303  
Office Hours: TR 14:00-16:00  
E-mail: t-akiba@aiu.ac.jp  
Website: <http://www.geocities.co.jp/WallStreet/1787/index.html>

**Course Description:**

We will learn about the ideas and values behind the U.S. legal system and think about the role of law in society. For example, we will study criminal law and procedure as a means of understanding how the law balances the rights of individuals and the interest in public safety. We will look at the Constitution to consider the conflicts between the rights of minorities and majoritarian sentiments. We will study property law to see how the law is in a sense a policy regarding the allocation of benefits to competing actors.

This course is not meant to train you to become a lawyer, but a course for you as educated citizens to think about the effects and limits of law in an increasingly law-oriented society.

**Objectives:**

- 1) Understand the ideas and values behind the structure, institutions, and procedures of the U.S. legal system.
- 2) Identify and explain key concepts and issues in U.S. law and articulate a position based on the understanding of different perspectives.
- 3) Assess the role that law, rights, and rights-oriented discourse play in society.

**Expected Academic Background:**

Students are STRONGLY encouraged to take PLS280 U.S. Political System and HIS210 U.S. History before or at least parallel to this course. Students are also encouraged to take LAW160 Japan's Constitution and Law before or at least parallel to this course.

**Textbook:**

Jay M. Feinman, Law 101: Everything You Need to Know About the American Legal System

**Reference Books/Other Study Materials:**

Gerald Paul McAlinn, Dan Rosen, John P. Stern, An Introduction to American Law

John M. Scheb and John M. Scheb II, An Introduction to the American Legal System

**Assessment:**

Mid-term examination 30 points

Final examination 40 points

Written assignments 10 points

Moot Court 10 points

Class discussion 10 points

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

Fundamentals

Framework of the Rule of Law

"Reading" the law: approaches to interpretation of the text

**Week 2:**

Criminal law and procedure

Defendant's rights and the prosecution of crime

The jury system

**Week 3:**

Criminal law and procedure

Juvenile justice: punishment or rehabilitation?

Death penalty, public opinion and international trends

**Week 4:**

Court visit and discussion (tentative)

Akita district court- criminal trial

**Week 5:**

Civil liberties: Liberty and the law

Liberty and the role of government

Economic liberty, personal liberty and autonomy

**Week 6:**

Civil rights: Equality and the law

Governmental structure and protection of rights

Judicial review and the role of judges

**Week 7:**

Review and Mid-term (tentative)

**Week 8:**

Torts

Adversarial legalism and impacts on society

**Week 9:**

Torts

Mass torts, social reform and tort reform

**Week 10:**

Property: Individual rights and social interest

Acquisition of property and Property rights

Governmental regulation and Property rights

**Week 11:**

Intellectual property

Copyright and Fair Use: Allocation of values

The digital age and copyright

**Week 12:**

Contemporary issues: Gender and the law

Civil rights legislation, litigation and its effects

**Week 13:**

Contemporary issues: Family and the law

Surrogate motherhood, contractual rights and social policy

International marriages and family law

**Week 14:**

Moot Court

**Week 15:**

Review and Final exam

**PLS335-1 U.S. Political Thought** (2008curriculum 3 credits)  
**PLS310-1 U.S. Political Thought** (2004curriculum 3 credits)

KATSUMATA Michio

Year: 2010  
Semester: Fall  
Meeting-time/day: TT 15:30-16:45  
Office: Library Director's Room  
Office Hours: TT12:00-15:00, W15:00-19:00  
E-mail: katsumata@aiu.ac.jp  
Website:

**Course Description:**

This course examines the American political thought in the aspect of political ideologies with comparative analysis. American political thought can be described in the terms of democracy, individualism, radicalism, liberalism, conservatism, nationalism and globalism. Unique political ideologies such as feminism, racism and anarchism are also to be discussed. The course will study these political "isms" to clarify the inter-relations of religious beliefs and politics by objective comparison.

**Objectives:**

The course expects students:

- (1) To study the nature and characteristics of political ideologies,
- (2) To understand the hidden but influential power of political ideologies over the political decision making process,
- (3) To equip the analytical skills of current political issues from the objective perspectives,
- (4) To develop the ability to both speak intelligibly and write coherently in English about political subjects.

**Expected Academic Background:**

Prior to taking this course, students are required to take HIS210(U.S.History) in Global SDudies Program. and are also expected to take at least one or two courses in Basic Education such as HUM150(Comparative Cultural Studies), PLS150(Political Science), SOC250(Idea and Theories in the Social Sciences), IGS200(Introduction to Global Studies), INT210(International Relations I).

**Textbook:**

Lyman Tower Sargent, "Contemporary Political Ideologies -- A Comparative Analysis" 14th edition, Wadsworth Cengage Learning, 2009  
ISBN-13: 978-0-495-56939-8  
ISBN-10: 0-495-56939-9

**Reference Books/Other Study Materials:**

Other reading materials and video shall be placed on faculty reserve in the library.

**Assessment:**

- (1) Class attendance and participation 30%
- (2) Oral presentations 20%
- (3) 2 assigned papers 30%
- (4) Final exam 20%

**Policies & Remarks:**

Class sessions will be comprised of a mixture of lectures, students' presentations and group discussions.

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

(9/07) Introduction and orientation:

1. What are political thought and political ideologies?

(9/09) Definition and content of ideologies

**Week 2:**

(9/14) 2. Nationalism

(9/21) 3. Globalism

**Week 3:**

(9/28) 4. Principles of Democracy

(9/30) "Democracy in America"(A Tocqueville)

**Week 4:**

(10/05) 5. Capitalism, Socialism, and Democracy

(10/07) "Protestantism Ethic and the Spirit of Capitalism"(Max Weber)

**Week 5:**

(10/14) 6. Conservatism, Liberalism, and Democracy

**Week 6:**

(10/19) Neoconservatism and neoliberalism

(10/21) 7. Feminism

**Week 7:**

(10/26) 8. Marxism

(10/28) Alternative Marxist Traditions

**Week 8:**

(11/02) 9. Anarchism and Libertarianism

(11/04) Anarchism and Globalization

**Week 9:**

(11/09) 10. Fascism and National Socialism  
(11/11) Racism and Anticommunism, Neofascism

**Week 10:**

(11/16) 11. Islamic political Ideologies  
(11/18) Islamic fundamentalism

**Week 11:**

(11/25) 12. Liberation Theologies

**Week 12:**

(11/30) Religion and Politics  
(12/02) 13. Environmentalism

**Week 13:**

(12/07) Environmentalism and Religion  
(12/09) 14. Conclusion

**Week 14:**

(12/14) Review of the course  
(12/16) Examination

**NOTE:**

Assigned papers are expected to meet the deadlines and the delayed paper shall be evaluated lower. Final Exam is to write on 2 previously assigned topics.

**PLS390-1 U.S. Foreign Relations** (2008curriculum 3 credits)  
**PLS340-1 U.S. Foreign Policy** (2004curriculum 3 credits)

Itsuki KURASHINA

Year: 2010  
Semester: Fall  
Meeting-time/day: MW 9:00-10:15  
Office: C 3-6  
Office Hours: M 10:30-12:00, 13:00-14:30  
E-mail: ikurashina@aiu.ac.jp  
Website:

**Course Description:**

This upper-level course informs students various perspectives on US foreign relations at historical moments and encourages them to construct their own views based on selected primary documents. This course consists of lectures to provide the overviews of particular period and seminars based on students' presentation and following discussions.

**Objectives:**

This course has three objectives:

1. Provide historiographical information about various historical events in US foreign relations.
2. Improve students' ability of critical reading and of constructing their views based on evidences.
3. Help students to present their views in written and oral forms.

**Textbook:**

Major Problems in American Foreign Relations, volume II: since 1914, seventh edition, Dennis Merrill & Thomas G. Paterson, eds. (Wadsworth, 2010)

**Assessment:**

Seminar Presentation 30%  
Seminar Participation 20%  
Critical Paper to One Presentation 10%  
Final Paper 40%

**Class Schedule:**

**Week 1:**

Introduction: Approaching the Study of American Foreign Relations

**Week 2:**

Woodrow Wilson, the First World War, and the League Fight

**Week 3:**

The International History of the Twenties



**Week 4:**

US Entry into World War II

**Week 5:**

Defeating the Axis, Planning the Peace

**Week 6:**

The Origins of the Cold War

**Week 7:**

The Korean War, Revolutionary China, and Containment in Asia

**Week 8:**

Dwight D. Eisenhower, Nikita Khrushchev, and Nuclear Arms

**Week 9:**

Culture and US-Third World Relations during the Cold War

**Week 10:**

Cuba and the Missile Gap

**Week 11:**

The Vietnam War

**Week 12:**

Richard M. Nixon, Henry A. Kissinger, Grand Strategy, and Detente

**Week 13:**

The Cold War Ends and the Post-Cold War Era Begin

**Week 14:**

George W. Bush, 9/11, and the Middle East

**Week 15:**

Submission of the Final Paper

**SOC355-1 Social Problems in the U.S.** (2008curriculum 3 credits)  
**SOC350-1 Social Problems in the U.S.** (2004curriculum 3 credits)

KATSUMATA Michio

Year: 2010  
Semester: Fall  
Meeting-time/day: WF 12:30-13:45  
Office: Library Director's Room  
Office Hours: TT12:00-15:00, W15:00-19:00  
E-mail: katsumata@aiu.ac.jp  
Website:

**Course Description:**

This course surveys the most deep-seated social problems afflicting the United States through many articles including both classic and contemporary readings that portray a wide range of issues well. The course basically focuses on four questions: (1) What is the problem? (2) What makes the problem a “social problem”? (3) What causes the problem? (4) What can be done? --These questions give students a consistent sociological framework to help them analyze the readings and think critically about social problems. At the same time, students are strongly encouraged to see many videos of news documentaries and movies that illustrate the social issues both in the U.S. and around the world.

**Objectives:**

This course endeavors to equip students with the following capabilities:

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

**Expected Academic Background:**

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

**Textbook:**

Joel M. Charon and Lee G. Vigilant, "Social Problems: Readings with Four Questions," 3rd edition. Wadsworth Cengage Learning, 2009  
ISBN-13: 978-0-495-50431-3, ISBN-10: 0-495-50431-9

**Reference Books/Other Study Materials:**

Other reading materials and videos shall be placed on faculty reserve in the library.

**Assessment:**

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

**Policies & Remarks:**

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

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

01(9/03): Orientation: An Introduction to Social Problems  
(Article 1)

**Week 2:**

02(9/08): Part I: What are the social problems? ( Article 2)  
03(9/10): ( Article 3)

**Week 3:**

04(9.15): Part : Economic Inequality and Poverty (Article 4)  
05(9.17): American Dreams Failed? (Article 5, 6)

**Week 4:**

06(9.24): Why Poverty in America? (Article 7, 8, 9)

**Week 5:**

07(9.29): Part : Work and Unemployment (Article 10, 11)  
08(10.01): Video: " Modern Times " ---Development of capitalism

**Week 6:**

09(10.06): The Vanishing Middle Class (Article 12)  
--- First short paper due (2-3 pages)  
10(10.08): Latino and African American Experience (Article 13, 14)

**Week 7:**

11(10.13): Part : Racial and Ethnic Inequality:  
Video: " I Have a Dream. "

**Week 8:**

12(10.20): Racism (Article 15, 16, 17)  
13(10.22): Segregation in 21st Century (Article 18, 19, 20)

**Week 9:**

14(10.27): Part : Gender Inequality (Article 21, 22)  
15(10.29): Violence and Exploitation of Women (Article 23, 24, 25)

**Week 10:**

16(11.05): Homosexuality Issues (Article 26, 27)

**Week 11:**

17(11.10): Part : Crime and Drugs (Article 28 - 32)

---Second short paper due (2-3 pages)

18(11.12): Part : Family issues (Article 33 - 36)

**Week 12:**

19(11.17): Part : Education (Article 37,38,39)

20(11.19): Best Schools (Article 40,41,42)

**Week 13:**

21(11.24): Part : Health Care (Article 43, 44, 45)

22(11.26): Part : Political Institutions and Terrorism (Article 46-48)

**Week 14:**

23(12.01): Group Violence and Militia (Article 49, 50)

24(12.03): Part I: Population and Environment (Article 51, 52)

**Week 15:**

25(12.08): Ecology (Article 53, 54)

26(12.10): Review:

--- Final paper due on Wednesday, Dec. 15 (4-5pages)

**NOTE:**

Assigned papers are all expected to meet the deadlines and delayed paper shall be evaluated lower.

**ECN365-1 European Politics and Economy** (2008curriculum 3 credits)  
**ECN465-1 European Politics and Economy** (2004curriculum 3 credits)

Hideya TAIDA

Year: 2010  
Semester: Fall  
Meeting-time/day: Tue 15:30-18:00, Wed 9:00-11:30  
Office: A2-12  
Office Hours: By appointment  
E-mail: taidahm@tkk.att.ne.jp  
Website:

**Course Description:**

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

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

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

**Objectives:**

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

**Textbook:**

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

**Reference Books/Other Study Materials:**

Hill, Charles, International business. McGraw-Hill  
Fontaind, Pascal. Europe in 12 Lessons  
Williams, Bonnie. The communication Gap (original English transcript from publisher)

Useful Websites:

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

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

**Assessment:**

Class participation 50%

Homework assignments 50%

**Class Schedule:**

**Week 1:**

TBA