

ENG102-1 Speech Communication (2008curriculum 3 credits)

SPC120-1 Fundamentals of Speech Communication (2004curriculum 3 credits)

Yuki Sasaki

Year: 2010

Semester: Fall

Meeting-time/day: 9:00-10:15, T & R

Office: A203

Office Hours:

E-mail: maeda@aiu.ac.jp

Website:

Course Description:

This is an introductory course in Speech Communication. “The field of [speech] communication focuses on how people use verbal and nonverbal messages to generate meanings within and across various contexts, cultures, channels, and media. It promotes the effective and ethical practice of human communication.” In this course, students will work on improving their communication skills as both senders and receivers of messages in person-to-person, small group, and public situations. Students will be given the opportunity to study theories, develop a repertoire of techniques and strategies by doing exercises and activities, deliver oral presentations, and engage in small group discussions.

Objectives:

This course aims to help students:

- develop confidence when speaking in front of a group;
- improve their use of eye contact, posture, gesture, and voice;
- present spoken information, ideas, and opinions in a coherent and organised way;
- learn the characteristics of informative and persuasive speaking;
- listen critically and objectively;
- lead and participate in group discussions;
- improve their understanding of communication and ability to communicate in a variety of contexts.

Textbook:

Wood, J. (2006). Communication mosaics: An introduction to the field of communication, 4th edition. Belmont: Thomson Wadsworth

Assessment:

Reading Reviews [40%]

Students are required to read selected chapters from the textbooks each week. At the beginning of every other week, students will be asked to answer (in writing) questions based on the assigned reading in Communication Mosaics.

The Reading Reviews assess understanding of key ideas about communication discussed

in the textbooks. They also motivate students to read the assigned chapters and provide practice in academic reading.

Each Reading Review is worth 10% of the final grade. Students who attend all classes will complete 5 Reading Reviews. Only the student's four highest marks will be counted towards the final grade.

Presentations [25%; 35%]

In addition to regular classroom discussion activities, each student will give three presentations. One will be based on a chapter of Giving Presentations and will not be formally assessed.

The other two presentations, which will be formally assessed, will represent 25% and 35% respectively of the final grade. These will be based on students' original research. Students are encouraged to prepare well in advance and to rehearse as much as possible before the day of their presentation. An outline indicating the presenter's topic, main points, organization and sources must be submitted to the instructor two weeks before the date of the first presentation. Students are expected to work independently on their second presentation, taking account of feedback received.

Class Schedule:

Week 1:

Introduction to the course

Week 2:

Introduction to the field of communication (1)
(Communication Mosaics [CM], Chapter 1; Giving Presentations [GP], Chapter 1- About presenting)

Week 3:

Introduction to the field of communication (2)
(CM, Ch.1; GP, Ch.2 - Preparing)

Week 4:

Speaking in Public (1)
(CM, Ch. 13; GP, Ch. 3 - Structuring)

Week 5:

Speaking in Public (2)
(CM, Ch. 13 ; GP, Ch. 7** – Giving your presentation)

Week 6:

Verbal and Nonverbal Communication (1)

(CM, Ch. 4, pps 66-76; 84-8; Ch. 5; GP, Ch. 4 – Choosing and preparing visual aids)

Week 7:

Verbal and Nonverbal Communication (2)

(CM, Ch. 5 ; GP, Ch. 5 – Using notes)

Week 8:

Adapting Communication to Different Contexts (1)

(CM, Ch. 8; GP, Ch. 6 - Rehearsing)

Week 9:

Adapting Communication to Different Contexts (2)

(CM, Ch. 8; GP, Ch. 8 – Team presentations)

Week 10:

Communication in Personal Relationships (1)

(CM, Ch. 10; GP, Ch. 9 – Presenting with visual aids)

Week 11:

Communication in Personal Relationships (2)

(CM, Ch. 10; GP, Ch. 10 – Managing your presentation)

Week 12:

Communication in Groups and Teams (1)

(CM, Ch. 7, pps 138-142, 147-153; CM, Ch. 11)

Week 13:

Communication in Groups and Teams (2)

(CM, Ch. 11)

Week 14:

Course Evaluation and Review

Week 15:

FINAL EXAM WEEK – No SPC classes

ENG120-1 Introduction to English Studies (2008curriculum 3 credits)
ENG120-1 Introduction to English Studies (2004curriculum 3 credits)

Lehner

Year: 2010
Semester: Fall
Meeting-time/day: 10:30-11:50 / TR
Office: A2-13
Office Hours: by appointment
E-mail: lehner@aiu.ac.jp
Website:

Course Description:

This course offers an introduction to the formal study of the English language. As such, the course will focus on several key factors about the English language: its history, its current usage, and its spread in a variety of ways across the globe. In particular, as English becomes more globalized, or internationalized, various world Englishes have become a reality; this course explores some of those Englishes and the reasons for their proliferation. Students will read materials written for native speakers in the U.S. and the UK. The issues mentioned above lead to a natural discussion of what is “standard” English today and what is a “native speaker.” For a student who is seriously considering a career as an English teacher, it is essential to take into account sociocultural and political factors that have led English to the main stage in today’s linguistic world. The idea of English as the primary lingua franca will be analyzed. One benefit of this course is that students will be expected to assess their own understanding and “level” of English on several levels—grammar, vocabulary, pronunciation, etc.—and discuss ways in which they can develop greater English fluency and proficiency. This course offers a “hands on” approach to learning what English is all about.

Objectives:

- (1) learn some main occurrences in the history of the English language
- (2) understand how English has evolved and is still evolving
- (3) consider a number of world Englishes and account for their appearances
- (4) analyze the meaning of “standard” in language usage
- (5) analyze the meaning of “native speaker” in a world of various Englishes
- (6) understand the sociocultural and political aspects of English
- (7) consider classroom teaching applications of all of the above
- (8) focus on their own English language proficiency and development
- (9) read one classic work of literature

Expected Academic Background:

ENG 100

Textbook:

(#1) Crystal, D. (2004). *The English language: A guided tour of the language*, 2nd revised edition. London, UK: Penguin.

(#2) Carroll, L. Alice ' s adventures in wonderland and Through the looking glass. Modern Library.

Assessment:

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

Students will be asked to write 2 brief thought papers (TP) about specific topics presented in the class. It is possible for a TP to be based upon observation of some aspect of English language usage. Each TP should be 4-5 pages long.

Students will have three exams that test the course material.

Final Course Grade (based on Student Handbook 2009-1010, p. 106)

- 15% in-class discussions
- 15% reading quizzes
- 20% brief papers (BP)
- 50% 3 exams

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

Policies & Remarks:

The teaching method employed in this course will follow a workshop style, yet the instructor will also offer lectures regularly on the topics in the assigned readings. As well, each student should come to class prepared to actively discuss and question the assigned texts. This introductory course about the study of the English language requires students to learn a body of knowledge.

Class Schedule:

Week 1:

Introduction to course

Reading (Discuss):
Crystal (DC), " The English language today "
" Pidgeons and creoles "
Quiz #1

Week 2:

Reading (Discuss):
DC, " Part I: The structure of English "
" Grammar "
" Grammar and you "
" Vocabulary "
" How large is your vocabulary? "

Quiz #2

Week 3:

Reading (Discuss):
DC, " Pronunciation "
" Received pronunciation "
" Spelling "
" Spelling reform "

Quiz #3

Writing:
TP #1: " The Structure of English " (directions given in class)

Week 4:

Reading (Discuss):
DC, " Part II: The uses of English "
"Language variety "
" Trucker Talk "
" English at play "
" Sound symbolism "

Quiz #4

Week 5:

Reading (Discuss):
DC, " The effect of technology "
" Texting "
" Personal English "
" Statistical laws? "

EXAM #1

Week 6:

Reading (Discuss):

DC, “ Part III: The history of English ”

“ Old English ”

“ Casting the runes ”

“ Middle English ”

“ The origins of modern standard English ”

Quiz #5

Week 7:

Reading (Discuss):

DC, “ Early modern English ”

“ Words then and now ”

“ English around the world ”

“ British and American English ”

Quiz #6

Week 8:

Reading (Discuss):

DC, “ English today ”

“ Plain English ”

“ English tomorrow ”

EXAM #2

Week 9:

Reading (Discuss):

Carroll, Alice ’ s Adventures in Wonderland (begin)

Quiz #8

Week 10:

Reading (Discuss):

Carroll, Alice ’ s Adventures in Wonderland (continue)

Quiz #9

Week 11:

Reading (Discuss):

Carroll, Alice ’ s Adventures in Wonderland (complete)

Writing:

TP #2: (directions to be given in class)

Week 12:

Reading (Discuss):

Carroll, Through the Looking Glass (begin)

Quiz #10

Week 13:

Reading (Discuss):

Carroll, Through the Looking Glass (continue)

Quiz #11

Week 14:

Reading (Discuss):

Carroll, Through the Looking Glass (complete)

Week 15:

EXAM #3

Discuss:

Review of course

Course / Instructor Evaluation

NOTE:

This is slightly different from the previous times I have taught this course. Please email me, or visit my office, if you have questions.

ECN100-1 World of Business & Economics (2008curriculum 3 credits)

Michael Lacktorin

Year: 2010

Semester: Fall

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

Office: A4-13

Office Hours:

E-mail: mlacktor@aiu.ac.jp

Website:

Course Description:

This is AIU ' s most basic course in economics and business. It is intended for students of any major, not exclusively for those planning to major in business or economics. The course begins with an introduction to economics. During this phase of study we will all move to an imaginary island and build an economic system. The system – a market economy at one extreme and command economy at the other – will determine what products will be produced, how they will be produced, how many will be produced, and how the products and wealth generated will be distributed among our island inhabitants. During the next phase of study we will focus on business questions: What is a company? What is their purpose? How do we measure their performance? How are they financed? How are they structured? What is risk and how is it measured? Over the duration of the course we will switch back and forth between the study of economics and the application of economics in the real world of business. Among other themes, we will learn about the great economists from the past and what important ideas have they contributed to our understanding of economics. Students will develop habits that will serve them throughout their lifetime, including the capacity to see the world we live in through critical, independent, and global eyes. Students will be expected to follow on a daily basis, through newspapers, journals, and electronic media, certain economic phenomena and major economic and business events, and will be regularly called upon in the classroom to summarize these phenomena and events and relate them to the concepts we are learning in this course.

Objectives:

Students will (1) acquire basic understanding of a wide range of concepts from the world of economics and business; (2) develop basic study habits, including regular reading of newspapers, journals, and electronic media related to our subject matter; (3) be able to discuss major trends and events from the world of economics and business, particularly in the context of Japan and Japanese companies; and (4) learn how to succinctly summarize what they are learning in weekly writing assignments.

Expected Academic Background:

Lots of energy and enthusiasm.

Textbook:

None

Reference Books/Other Study Materials:

Students will follow regularly articles that appear in the Japanese Nikkei Shimbun newspaper, English Nikkei Weekly newspaper, and various journals such as Economist, and Inc. magazine.

BusinessWeek, Fast Company, Entrepreneur, and Inc.

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

Assessment:

10% class participation

25% team Projects

30% surprise quizzes (probably 3, but maybe more)

35% final exam

Policies & Remarks:

All assignments and exams must be completed to receive a passing grade.

Students are reminded not to engage in acts of plagiarism or other forms academic dishonesty. See <http://en.wikipedia.org/wiki/Plagiarism> for more information.

Class Schedule:

Week 1:

Introduction & Overview

Week 2:

What is economics? Moving to Treasure Island and Building an Economic System

Week 3:

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

Week 4:

What is risk? How do we measure it?

Week 5:

How are companies financed?

Week 6:

How are companies structured and governed?

Week 7:

The Japanese Economy

Week 8:

Influential Thinkers in Political Economy: Merchantilism to Today

Week 9:

Introduction to Demand and Supply

Week 10:

GDP, GNP, International Trade, and Foreign Investment and Balance of Payments

Week 11:

A virtual tour of world economies

Week 12:

A virtual tour of major global companies

Week 13:

Student presentations of Industry Analyses

Week 14:

Student presentations of Industry Analyses

Week 15:

Student presentations of Industry Analyses

ECN210-1 Principles of Microeconomics (2008curriculum 3 credits)
ECN210-1 Microeconomics (2004curriculum 3 credits)

LIAN Yi-zheng Joseph

Year: 2010

Semester: Fall

Meeting-time/day: 1030-1145 T,Th

Office: A4-6

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

E-mail: lian@aiu.ac.jp

Website: -

Course Description:

Introductory level course on microeconomic theory. Not an applied course. Foundation course to almost all other courses in economics.

Objectives:

This course develops basic economic ideas, the supply-demand model for analyzing individual markets, an appreciation of the underlying microeconomic decision-making at the consumer and firm level, the concepts of efficiency, market structure, and the nature and variety of market competition, the idea of market failure and a theory of the role of the government.

Expected Academic Background:

no prerequisites

Textbook:

Principles of Microeconomics, 5th ed., by N.G. Mankiw

Reference Books/Other Study Materials:

various business newspapers and magazines

Assessment:

The letter grade in this class will be based on one mid-term and one final exam (100 and 150 points each, respectively) and 5 assignments (30 points each, for a total of 150 points). 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

Policies & Remarks:

The course will be interactive between (a) students and teacher, and (b) among students / group members.

Students will be active participants during class hours, and will discuss, report, ask questions, attempt answers and challenge each other and the teacher. When you speak, speak loudly and slowly. You are also welcome anytime to go up to the board to write English or kanji to help others and me understand.

Students will organize freely into groups of about four or five each, with more or less balanced gender, age and national background representation.

There will be half a dozen or so bi-weekly assignments and two exams.

Assignment work will be both group-based and individual-based. In each assignment, several questions will be tackled by the group as a whole, while at least one question will be done by the individual. Group members will share in the write-up of the group-based questions. Group and individual work will each carry about 50% weight.

You have exactly one week to finish each assignment. Assignments handed in 1 day late, i.e., on Friday, will be tolerated, but there will be a 5% penalty, to be fair. You have a second chance to submit a late assignment – before 5 pm the following Monday, but there will be a 20% penalty. No submissions will be accepted over the weekend. Group and individual work must be handed in together. If an assignment is late, it must be put in my faculty mailbox; it must NOT be slipped under my office door.

The mid-term and final exams will be attempted individually; no group work will be permitted.

In all submitted work, English is to be used, although you may include some Japanese kanji parenthetically, to help convey some of your specific ideas.

Class Schedule:

Week 1:

1. basic concepts of economics (1 week); readings: chapters 1, 2 & 3;
2. supply and demand (2 weeks); readings: chapters 4, 5, & 6
3. utility maximization & the consumer choice model (1 week); readings, chapter 21
4. markets, welfare and the public sector (3 weeks); readings: chapters 7 – 12
5. firms, market structures and the role of government regulation and antitrust (4 weeks); readings: chapters 13 –17

6. factor markets, labour, unemployment and income distribution (2 weeks); readings: chapters 18-20

Week 2:

please see above

ECN210-2 Principles of Microeconomics (2008curriculum 3 credits)

ECN210-2 Microeconomics (2004curriculum 3 credits)

Takashi YAMAMOTO

Year: 2010

Semester: Fall

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

Office: A4-7

Office Hours: Noon-1pm, Monday through Thursday

E-mail: yamamoto@aiu.ac.jp

Website:

Course Description:

This course will provide principles of microeconomics. In this course, we study how scarce resources are allocated within the market system (using the price mechanism). We consider actions of, and the interactions among, three economic agents within this system: (i) consumers, (ii) producers, and (iii) government. In this course, students will be introduced to simple and abstract models of decision-making of the three economic agents. Using these models, we will analyze the outcomes when these agents interact in the marketplace.

Objectives:

Students will be able to understand the principles underlying the decision-making of economic agents, and how their decision-making would change when incentives of and environment around those agents become different. By actively participating in this course, students are expected to obtain the basic methodology and models in microeconomics and their application to hypothetical situations, and the ability to analyze real-world economic issues in the US, Japan, and other economies.

Textbook:

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

Reference Books/Other Study Materials:

Hakes, David R. Study Guide to accompany Principles of Microeconomics, 5th Edition. Cengage South-Western, 2009.

Assessment:

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

Class Schedule:

Week 1:

Theme/Theories/Key concepts: introduction to economics
Textbook: Chapter 1 – Ten Principles of Economics

Week 2:

Theme/Theories/Key concepts: economic models, microeconomics & macroeconomics, positive vs. normative analysis
Textbook: Chapter 2 – Thinking Like an Economist

Week 3:

Theme/Theories/Key concepts: opportunity cost, absolute vs. comparative advantages, gains from trade
Textbook: Chapter 3 – Independence and the Gains from Trade

Week 4:

Theme/Theories/Key concepts: demand, quantity demanded, normal & inferior goods, complements & substitutes, supply, quantity supplied, equilibrium, surplus, shortage
Textbook: Chapter 4 – The Market Forces of Supply and Demand

Week 5:

Review and the 1st Examination

Week 6:

Theme/Theories/Key concepts: price elasticity of demand, income elasticity of demand, cross-price elasticity of demand, price elasticity of supply
Economic issue: How many customers do coffee houses lose due to price increase of premium coffee?
Textbook: Chapter 5 – Elasticity and Its Application

Week 7:

Theme/Theories/Key concepts: price ceiling, price floor, tax incidence
Economic issue: The Futility of Price Controls (economic consequences of price controls)
Textbook: Chapter 6 – Supply, Demand, and Government Policies

Week 8:

Theme/Theories/Key concepts: consumer surplus, producer surplus, efficiency, equity
Textbook: Chapter 7 – Consumers, Producers, and the Efficiency of Markets

Week 9:

Theme/Theories/Key concepts: deadweight loss, tax revenue
Textbook: Chapter 8 – The Costs of Taxation

Week 10:

Review and the 2nd Examination

Week 11:

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

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

Textbook: Chapter 10 – Externalities

Week 12:

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

Textbook: Chapter 11 – Public Goods and Common Resources

Week 13:

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

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

Textbook: Chapter 13 – The Costs of Production

Week 14:

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

Textbook: Chapter 14 – Firms in Competitive Markets

Week 15:

Review and the Final Examination

NOTE:

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

EDU151-1 Education Systems (2008curriculum 3 credits)

EDU151-1 Education Systems (2004curriculum 3 credits)

SAEKI TOMOMI, Ph.D.

Year: 2010

Semester: Fall

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

Office: C1-4

Office Hours: Monday 14:00-17:00; anytime by appointment

E-mail: saekitomomi@aiu.ac.jp

Website:

Course Description:

This course is open for both home and overseas students and conducted in English. It gives the students support so that they can gain a basic understanding of education systems, education laws and regulations, and everyday issues in education. The topics will mainly be on the Japanese educational systems but we will occasionally examine those found overseas for

comparison. This course is mandatory for those students wanting to gain a high school teacher certificate in Japan. Therefore, this course tries to give students opportunities to allow them acquire fundamental competencies needed to work as a practitioner. Although this course is mainly lecture-based, it will try to incorporate presentations and discussions as much as possible, so that the students can share their ideas in class.

Objectives:

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

finding some differences and similarities between them. The educational systems in Japan is conducted and maintained based on the Constitution of Japan, the Fundamental Law of Education as well as a host of other laws and regulations. The educational systems must not only be approached in an abstract manner, but must also deal with practical and everyday issues. Therefore, three primary goals of this course are as follows;

1) Students need to understand the current educational systems and its historical background. They also need to understand some main features of the laws and regulations. To complete these goals, they need to understand the basic terminology and concepts. This will provide a foundation from which we can discuss more complex issues on the course.

2) Students need to be familiar with everyday issues within education. Practitioners' reports published in newspapers and academic magazines might be effective resources to help students complete this goal.

3) As the final goal of this course, students need to develop their own perspective on education, and be able to contribute to the improvement of the educational systems and

its efficacy. Knowledge and understandings gained in the process of completing goals 1 and 2 should be linked to individuals' ideas, so that they can be utilized. To complete this goal, sharing ideas between students through presentations and discussions in class should be encouraged.

Expected Academic Background:

None

Textbook:

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

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

Reference Books/Other Study Materials:

Study Materials will be distributed at class.

Assessment:

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

2 Homework (20%)

a summary of what they have learned in the previous lesson for some lessons

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

Policies & Remarks:

1 Keep manners in making exam reports such as avoiding improper use of references.

2 Respect concept of cooperative learning.

Class Schedule:

Week 1:

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

Week 2:

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

Week 3:

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

Week 4:

Rights to Learn and Equal Opportunity in Education: Students will gain an understanding of ‘ rights to learn ’ and ‘ equal opportunity in education ’ through examining a host of resources which define these concepts and reports of current issues in this field. One topic is “ school size ” including small schools at rural areas and big schools in cities.

Week 5:

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

Week 6:

Revision of the content learned from week 1 to week 5 including expectation and discussion to exchange views on these issues

Week 7:

Compulsory Education: Students will gain an understanding of compulsory education and school education, in terms of both the historical background and current issues. We will examine role of parents, teachers and educational administration to secure children ’ s rights to learn.

Week 8:

School education: Students will gain an understanding of support for students at schools. Students will gain an understanding of measures to improve students ’ motivation to learn.

Week 9:

Teachers: Students will gain an understanding of teachers' roles and responsibilities. Students will also gain an understanding of pre-session and in-session teacher training.

Week 10:

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

Week 11:

Education in the Family: Students will explore the issues of education at home and parents' responsibilities for the upbringing and development of the child. Students will gain an understanding about prevention of child abuse, especially what schools and teachers can do.

Week 12:

Early Childhood Education: Students will explore the issues of early childhood education in terms of both its historical background and current issues. They will also examine recent developments in this field.

Week 13:

Partnerships between schools, families and communities: Students will explore the issues of partnerships between schools, families and communities in terms of historical background and current issues. They will gain an understanding about this field both theoretical and practical base.

Week 14:

Educational administration: Students will gain an understanding of educational administration in terms of both its historical background and current issues. This includes financial support for schools.

Week 15:

Other Issues of education systems (political education and religious education); Revision: Students will explore other issues including political education and religious education especially at schools. In the latter half of this session, students will have a revision of this course.

ENV100-1 Environmental Science (2008curriculum 3 credits)

ENV190-1 Introduction to Environmental Science II (2004curriculum 3 credits)

Dr.Yoshitaka Kumagai

Year: 2010

Semester: Fall

Meeting-time/day: M&W 1400-1515

Office: A3-1

Office Hours: W&Thrs 1530-1700

E-mail: ykumagai@aiu.ac.jp

Website:

Course Description:

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

Objectives:

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

Textbook:

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

Assessment:

Class Participation (10%) Note1

1 Presentation with a handout (10%) Note2

A report on field trip (10%)

4 Quizzes (20%)
Midterm Exam: (25 %)
Final Exam: (25%)

Note 1: Students may be allowed to miss class ' s attendance up to twice. After that students lose 1% out of 10% per absence.

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

Grading Criteria

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

Policies & Remarks:

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

Class Schedule:

Week 1:

-Introduction-

Syllabus Review

Overview of the class

Week 2:

-Introduction-

What is an environmentally sustainable society?

How can environmentally sustainable society grow economically?

How are our ecological footprints affecting the earth?

What is pollution, and what can we do about it?
Why do we have environmental problems?
What are four scientific principles of sustainability?

Reading Assignment: Chap. 1

Week 3:

-The Human Population and Its Impact-

How many people can the earth support?
What factors influence the size of the human populations?

Week 4:

-The Human Population and Its Impact-

How does population age structure affect its growth or decline?
How can we slow human population growth?

Quiz 1

Reading Assignment: Chap. 6

Week 5:

-Ecosystems: What They Are and How Do They Work-

What is ecology?
What keeps us and other organisms alive?
What are the major components of an ecosystem?

Week 6:

-Ecosystems: What They Are and How Do They Work-

What happens to energy in an ecosystem?
What happens to matter in an ecosystem?
How do scientists study ecosystem?

Reading Assignment: Chap. 3

Week 7:

-Biodiversity and Evolution-

What is biodiversity and why is it important?
Where do species come from?
How do geological processes and climate change affect evolution?
How do speciation, extinction, and human activities affect biodiversity?
What is species diversity and why is it important?

What roles do species play in ecosystems?

Quiz 2

Reading Assignment: Chap.4

Week 8:

-Biodiversity, Species Interactions, and Population Control-

How do species interact?

How can natural selection reduce competition between species?

What limits the growth of populations?

How do communities and ecosystems respond to changing environmental conditions?

Reading Assignment: Chap. 5

Week 9:

Midterm Exam and Special Lecture

Week 10:

-Food, Soil, and Pest Management-

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

How is food produced?

What environmental problems arise from food production?

How can we protect crops from pest more sustainably?

How can we improve food security?

How can we produce food more sustainably?

Reading Assignment: Chap.12

Week 11:

-Water Resources-

Will we have enough usable water?

Is extracting groundwater the answer?

Is building more dams the answer?

Is transferring water from one place to another the answer?

Is converting salty seawater to freshwater the answer?

How can we use water more sustainably?

How can we reduce the threat of flooding?

Quiz 3

Reading Assignment: Chap.13

Week 12:

-Nonrenewable Energy-

What major sources of energy do we use?

What are the advantages and disadvantages of oil?

What are the advantages and disadvantages of natural gas?

What are the advantages and disadvantages of coal?

What are the advantages and disadvantages of nuclear energy?

Reading Assignment: Chap.15

Week 13:

-Energy Efficiency and Renewable Energy-

Why is energy efficiency an important energy resource?

How can we cut energy waste?

What are the advantages and disadvantages of solar energy?

What are the advantages and disadvantages of producing electricity from the water cycle?

What are the advantages and disadvantages of producing electricity from wind?

What are the advantages and disadvantages of biomass as an energy sources?

What are the advantages and disadvantages of geothermal energy?

What are the advantages and disadvantages of hydrogen as an energy sources?

How can we make a transition to a more sustainable energy future?

Quiz 4

Reading Assignment: Chap.16

Week 14:

Field Trip

Week 15:

Review/Integration and Evaluation

HIS110-1 World History (2008curriculum 3 credits)

HIS150-1 World History (2004curriculum 3 credits)

Professor Alexander Dolin

Year: 2010

Semester: Fall

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

Office: A-3-5

Office Hours:

E-mail: alexanderdolin@aiu.ac.jp

Website:

Course Description:

It is an introductory survey course of world history from c. 15 c. to the present. By covering a wide geographical area and a long chronology, it will examine the political, economic, and cultural development of various regions of the world and show the interaction between major players in history, also touching upon the greatest cultural achievements of Western and Eastern civilizations. Beginning with the Renaissance in Europe, the course will trace the rise of European super-powers and their long-term impact on the rest of the world, the decline of European power, the rise of the United States, the rise and fall of the Soviet Union and the Socialist system. Special consideration will be given to the problems of colonialism, national liberation movement, military conflicts, arms race and terrorist threat as well as to the on-going globalization and changing balance of power in the multi-polar world.

Objectives:

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

Expected Academic Background:

EAP Composition 2 level

Textbook:

William J. Duiker, Jackson J. Spielvogel. The Essential World History, Volume 2, 6th edition,

Reference Books/Other Study Materials:

Special selection of video materials.

Assessment:

Final Examination (80%): details on the exam will be announced later.

2. Attendance (20%): attendance will be taken at the beginning of every meeting.

Late arrival in the classroom will not be counted as attendance.

Policies & Remarks:

Initiative and diligence are encouraged.

Class Schedule:

Week 1:

1. FROM THE MIDDLE AGES TO THE RENAISSANCE

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

Week 2:

2. THE REFORMATION SPIRIT

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

3. ABSOLUTISM AND CONSTITUTIONAL MONARCHY IN EUROPE

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

Week 3:

4. THE AGE OF EXPLORATION

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

5. THE MUSLIM EMPIRES AND THE ACHIEVEMENTS OF ISLAMIC CULTURE

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

Week 4:

6. THE RUSSIAN EMPIRE AND EASTERN EUROPE

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

Week 5:

7. EAST ASIA BEFORE THE 19TH C.

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

West

8. THE AGE OF ENLIGHTENMENT IN EUROPE

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

Week 6:

9. THE FRENCH REVOLUTION AND THE NAPOLEON EMPIRE

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

10. THE RISE OF INDEPENDENT STATES IN THE AMERICAS

Americas under European Colonialism - American Revolution – Independence in Lat

Week 7:

11. INDUSTRIALIZATION AND NATIONALISM IN THE 19TH C.

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

Week 8:

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

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

13. THE RISE OF WESTERN IMPERIALISM

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

Week 9:

14. EAST ASIA IN TRANSITION

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

15. GREAT WAR (WW I)

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

Week 10:

16. THE AFTERMATH OF THE WAR

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

17. THE AGE OF CRISIS

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

Week 11:

18. WORLD WAR II

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

19. THE BEGINNING OF THE COLD WAR

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

Week 12:

20. THE COLD WAR ERA (1)

Bipolar World under Superpowers – The Recovery and Revival of European Powers and Japan – Decolonization and the Third World – The War in Korea - The USSR after Stalin and the Countries of the Socialist Block.

21. THE COLD WAR ERA (2)

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

Week 13:

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

The Total Crisis of the Socialist System – The Perestroika Movement – The Fall of the USSR and the Formation of the New Independent States – A New Balance of Powers – Russia: from Gorbachov to Eltsin - Russia on the Way to Recovery – Situation in the other Countries of the Former Socialist Block.

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

European Science and Technology in the First Half of the 20th c. – European Culture in the First Half of the 20th c. – Culture un

Week 14:

24. THE TERRORIST THREAT AND THE GROWTH OF MUSLIM FUNDAMENTALISM

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

25. THE FACETS OF GLOBALIZATION

What is “ Globalism ” ? – Globalization Phenomena in the Current World – New Developments in the West: America, Europe, Russia – New Developments in the Far East: China, Japan, Countries of South-East Asia .

Week 15:

FINAL EXAMINATION

NOTE:

THE ORDER OF LECTURES MIGHT BE A SUBJECT TO CHANGE

LAW160-1 Japan's Constitution and Law (2008curriculum 3 credits)
LAW160-1 The Constitution of Japan and Law (2004curriculum 3 credits)

Tetsuya Toyoda

Year: 2010
Semester: Fall
Meeting-time/day: Mondays and Wednesdays 15:30-16:50
Office: C3-5
Office Hours: Tuesdays 9:00-12:00
E-mail: toyoda@aiu.ac.jp
Website:

Course Description:

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

Objectives:

This course has two primary goals:

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

Expected Academic Background:

Elementary knowledge of the Japanese language is desirable, but not indispensable.

Textbook:

None.

Reference Books/Other Study Materials:

None.

Assessment:

Two In-class essay tests: 20% Textbook presentation: 10%
Case report: 10% Class discussions: 10% Final Exam: 50%

Policies & Remarks:

Students are expected to learn by themselves outside the classroom. The class activities are to improve presentation and discussion skills, stimulate reflections and clear up

misunderstandings.

Class Schedule:

Week 1:

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

Sep. 6: The Making of the Meiji Constitution

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

Sep. 8: The Theocracy under the Meiji Constitution Required: Ibid, pp. 18-32.

Week 2:

Sep. 13: The "Unconditional" Surrender

Required: Ibid, pp. 53-64.

Sep. 15: The End of the Theocracy

Required: Ibid, pp. 64-73.

Week 3:

[No class on Sep. 22 (W)]

Week 4:

Sep. 27: 1st In-class essay test

II. STUDENT PRESENTATIONS ON THE 1947 CONSTITUTION

Sep. 29: Collaborative Creation of the 1947 Constitution

Required: Ibid., pp. 77-93.

Week 5:

Oct. 4: Writing the SCAP Draft

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

Oct. 6: The Features of the SCAP Draft

Required: Koseki, pp. 82-94.

Week 6:

Oct. 13: Struggle for Japanization of the Draft Constitution

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

Oct 15: Accommodation to the Defeat

Required: Koseki, pp. 122-137.

Week 7:

III. THE CONSTITUTIONAL ALLOCATION OF POWERS

Oct. 18: The Parliamentary Cabinet System

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

Oct. 20: On-going Systemic Reforms

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

Week 8:

Oct. 25 (M): The judicial review Required: Tomatsu, "Judicial Review in Japan" (2001)

OCT. 27 (W): 2ND IN-CLASS ESSAY TEST

Week 9:

[No class on Nov. 1 (M)]

Week 10:

III. Micro-symposiums (tentative titles)

Nov. 8 (M): Visions and Illusions of the United Nations

Nov. 10 (W): Use and Abuse of the Power of the UN Security Council

Week 11:

IV. LET ' S DEBATE!

NOV. 8 (M), 10(W) AND 15(M): DEBATE SESSIONS

Week 12:

V. STUDENT PRESENTATIONS ON HUMAN RIGHTS JUDICIAL DECISIONS

Nov. 17 (W): Human rights in its variety

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

Week 13:

Nov. 22 (M): In-class preparation for case reports

Nov. 24 (W): Equality (I) - The share in the inheritance of an illegitimate child (1995)

Week 14:

Nov. 29 (M): Equality (II) - Equality of foreigners in local government (2005)

Dec. 1 (W): Equality (III) - Nationality Act case(2008)

Week 15:

Dec. 6 (M): Equality (IV) - Election Law case (1976)

Dec. 8 (W): Equality (V) - Voting Rights of Citizens Abroad (2007)

Dec. 13 (M): Social Rights - Horiki Case (1982)

Dec. 15 (W): Final class discussion and course evaluation

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

Final Exam (Monday, Dec. 20, 15:30-18:30, three hours)

(In case of time conflict, the test schedule will be adjusted individually.)

SOC150-1 Sociology (2008curriculum 3 credits)
SOC180-1 Sociology (2004curriculum 3 credits)

Christian Etzrodt

Year: 2010
Semester: Fall
Meeting-time/day: Tue, Thu 12:30-13:45
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 introduces students to sociology, the interpretive study of the structures and patterns of collective human existence. Students are provided with a survey of the leading theoretical frameworks and main analytic concepts of the discipline; accordingly, they are furnished with a basic sense of what questions sociologists typically address and, more critically, the trademark manner in which sociologists do so.

The relevance of sociology in the Twenty-first Century depends on the ability of the discipline to offer its unique perspective on two phenomena increasingly shaping the fate of human groups all over the world: intensifying global interconnectedness (a.k.a. “ globalization ”) and emerging environmental crises (e.g. looming fossil energy shortages and prospective catastrophic climate change). More so than might normally be the case in an Introduction to Sociology course, then, this course will pay special attention to the global system as a unit of analysis i

Objectives:

1. To introduce students to the essential concepts, theories, and methods used in sociology to analyze social phenomena.
2. To enable students to identify and examine sociologically relevant problems and issues.
3. To encourage critical thinking and debating skills that demonstrate the students ’ abilities to understand and analyze social issues.
4. To enhance students ’ understanding and appreciation of the complexity of social life and global issues.

Expected Academic Background:

Lectures and assignments are pitched at a level where no prior exposure to college-grade courses in the social sciences is assumed.

Textbook:

Ferrante, Joan. 2007. Sociology: A Global Perspective. Seventh Edition. Thomson/ Wadsworth.

Assessment:

Participation in discussion will count 30% of the overall course grade; if students make a

sincere and visible effort to contribute comments that reflect thoughtful engagement with course material, they will earn full credit for participation.

Students have to make a short presentation (5 minutes). It will be worth 30% of the overall course grade.

The final exam will be worth 40% of the overall course grade.

Policies & Remarks:

Students should disable all cell phones, handheld video games, MP3 players, and other electronic and wireless gadgets before entering the classroom!

Class Schedule:

Week 1:

September 2: Introduction to the course; The Sociological Imagination.

Reading: Ferrante, Chapter 1.

September 7: Sociological Theory.

September 9: Methods of Social Research.

Reading: Ferrante, Chapter 2: 52-65.

Week 2:

September 14, 16: Culture.

Reading: Ferrante, Chapter 3.

Week 3:

September 21: Socialization.

Reading: Ferrante, Chapter 4.

Week 4:

September 28: Socialization.

September 30: Social Organization.

Reading: Ferrante, Chapter 6.

Week 5:

October 5: Social Organization.

October 7: Deviance, Conformity, and Social Control.

Reading: Ferrante, Chapter 7.

Week 6:

October 14: Social Stratification.

Week 7:

October 19, 21: Social Stratification.

Reading: Ferrante, Chapter 8.

Week 8:

October 26, 28: Race and Ethnic Classification.
Reading: Ferrante, Chapter 9.

Week 9:

November 2, 4: Gender.
Reading: Ferrante, Chapter 10.

Week 10:

November 9, 11: Family and Aging.
Reading: Ferrante, Chapter 12.

Week 11:

November 16, 18: Population and Urbanization.
Reading: Ferrante, Chapter 15.

Week 12:

November 25: Education.
Reading: Ferrante, Chapter 13.

Week 13:

November 30: Education.
December 2: Religion.
Reading: Ferrante, Chapter 14.

Week 14:

December 7: Religion.
December 9: Social Change.
Reading: Ferrante, Chapter 16.

Week 15:

December 14: Social Change.
December 16: Final exam.

ART150-1 History of Art (2008curriculum 3 credits)
ART150-1 History of Art (2004curriculum 3 credits)

Kuniko ABE

Year: 2010
Semester: Fall
Meeting-time/day: Mon.& Wed 10:30-11:45
Office: A-4-4
Office Hours: Mon.& Wed.14:00-15:30
E-mail: kunikoabe@aiu.ac.jp
Website:

Course Description:

This course is an introduction to the history of western art from Renaissance, Baroque to Modern. Students will take a general survey of the developments in artistic expression from the 16th century to the present, through many of the major monuments of painting, sculpture, architecture, photography and decorative arts. This course will also teach fundamental skills of visual analysis and provide students with vocabulary and concepts for discussing works of art.

Objectives:

Embracing the artistic legacy of the West, this course provides the students with the knowledge and understanding of the characteristics of the major art periods and movements. It may also provide a variety of opportunities for them to investigate the relationship between Art and other subjects. As much as much learning about human creative thinking and skills, understanding historical and cultural contexts bearing upon the works of art is our educational goal.

Expected Academic Background:

None

Textbook:

E.H. Gombrich, The Story of Art, London and New York: Phaidon, 17th edition, 2007, ISBN 978 0 7148 3355 2(hardback), ISBN 978 0 7148 3247 0(paperback)

Reference Books/Other Study Materials:

Other materials will be distributed in the class.

Assessment:

Students achievement will be evaluated by a composite mark of: Class attendance/Participation (20%), Writing Assignments (20%), Presentations (20%) and Final examination (40%).

Policies & Remarks:

Academic honesty - Any assignment that does not use citations and quotation marks will

be failed.

Class Schedule:

Week 1:

INTRODUCTION: syllabus overview, discuss course policies and procedures

Early Renaissance in Flanders: Gombrich Ch.12.

(VAS-Visual Analytical Studies: Merode Altarpiece, Robert Campin ; The betrothal of the Arnolfini, Jan van Eyck)

Week 2:

The Renaissance in 15th century: Gombrich Ch.13,14.

(VAS: David, Donatello; The Holy trinity, Masaccio; The Annunciation, Fra Angelico; The Birth of Venus, Botticelli; Descent from the Cross, Rogier van der Weyden)

Week 3:

The High Renaissance in Italy: Gombrich Ch.15.

(VAS: The Tempietto, Rome, Bramante; Mona Lisa, Leonardo da Vinci; Sistine Chapel ceiling, Michelangelo; The School of Athens, Raphael)

Week 4:

The Renaissance in early 16th-century Italy and Northern Europe: Gombrich Ch.16,17.

(VAS: The Tempest, Giorgione; Pope Paul III with Alessandro and Ottavio Farnese, Titian; The Crucifixion, Grunewald; Melancholia, Durer; The Erasmus of Rotterdam, Hans Holbein the Younger)

Week 5:

A Crisis of Art in later 16th-century Europe and the Mannerism: Gombrich Ch.18.

(VAS: The Madonna with the Long Neck, Parmigianino; Mercury, Giambologna; The opening of the Fifth Seal of the Apocalypse, El Greco; Nymphs, Jean Goujon)

Week 6:

The Baroque in catholic Europe: Gombrich Ch.19.

(VAS: The Supper at Emmaus, Carravaggio; Ecstasy of St.Teresa, Bernini; Joseph the Carpenter, Georges de La Tour ; Allegory on the blessings, Rubens; Las Meninas, Velazques)

Week 7:

The Baroque in Holland: Gombrich Ch.20.

(VAS: The Night watch, Rembrandt van Rijn; The Kitchen maid, Jan Vermeer)

* Student Presentations

Week 8:

Baroque and Rococo in later 17th and 18th centuries Europe: Gombrich Ch.21,22.

(VAS: Church of Sta Agnese, Borromini; Banquet of Cleopatra, Giovanni Battista Tiepolo;

Fete in a park, Watteau; The Bolt, Fragonard)

* Student Presentations

Week 9:

Neoclassicism in 18th century England and France : Gombrich Ch.23.

(VAS: St Paul's Cathedral, London, sir Christopher Wren; The Pantheon, Paris, Soufflot; Saying Grace, Chardin; The Death of Socrate, Jacques-Louis David)

* Student Presentations

Week 10:

Break in Tradition, England, America and France, 1789-1848: Gombrich Ch.24.

(VAS: Monticello, Virginia, Thomas Jefferson; Group on a balcony, Francisco Goya; Steamer in a snowstorm, William Turner)

* Student Presentations

Week 11:

Romanticism, Realism, impressionism in 19th century : Gombrich Ch.25.

(VAS: The Valpinçon bather, Dominique Ingres; The Massacre at Chios, Delacroix; The Glaners, Jean-François Millet; Dance at the Moulin de la Galette; Auguste Renoir)

* Student Presentations

Week 12:

Post-impressionism, Symbolism, Japonism and Art Nouveau, 1880-1905: Gombrich Ch.26.

(VAS: Mont Sainte-Victoire, Paul Cézanne; The Hand of God, Auguste Rodin; The Scream, Munch; Hotel Tassel, Victor Horta)

* Student Presentations

Week 13:

Abstraction, The Modernist Revolution and Art between the Wars: Gombrich Ch.27.

(VAS: Cossacks, Kandinsky; La Desserte, Matisse; Composition with red, black, blue, yellow and grey, Piet Mondrian; Villa Savoy, Le Corbusier; Guernica, Picasso)

* Student Presentations

Week 14:

Postwar to postmodern, 1945-1980: Gombrich Ch.28.

(VAS: Invisible ink, Kurt Schwitters; Aquila degli Abuzzi, Henri Cartier-Bresson; Centre Pompidou, Richard Rogers and Renzo Piano).

CONCLUSION

Week 15:

FINAL EXAMINATION

HUM155-1 Civilization and Philosophy (2008curriculum 3 credits)
HUM200-1 World Civilizations (2004curriculum 3 credits)

Professor Alexander Dolin

Year: 2010
Semester: Fall
Meeting-time/day: Tue, Thu 9:00-10:15
Office: A-3-5
Office Hours:
E-mail: alexanderdolin@aiu.ac.jp
Website:

Course Description:

This course offers a general introduction to Civilization Studies using all the advantages of interdisciplinary research which including perspectives from history, archeology, ethnography, anthropology, social studies, ethics and aesthetics. Study of the history of mankind as seen through the prism of civilizations opens new horizons for analyzing and understanding ideas, laws, religious practices, political changes and progress in the arts in various parts of Europe, Asia, Africa and the Americas. Detailed explanations of the major concepts of Civilization provide a comparative vision on the topics covered in the course. The course traces the pathways of the world civilization from antiquity to the XX1 c. making a bridge between the past and the present stage of humanity which now faces the age of globalization.

Objectives:

1. Examine the roots of human civilization regarded as a universal creative phenomenon.
2. Enhance students ' understanding of history, culture and philosophy.
3. Reinforce students ' analytical and critical thinking skills.
4. Develop creative approaches to the problems of globalization.

Expected Academic Background:

EAP Composition 2

Textbook:

Ph. J. Adler " World Civilizations " 4th edition.

Reference Books/Other Study Materials:

A. Dolin World Civilization I – lectures on AIMS
(Special CD-ROM textbook / reference disk with Internet links)
Special videotapes and DVDs.

Assessment:

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

Policies & Remarks:

Attendance is required.

Interest in the subject is encouraged.

Presentation skills are appreciated.

Plagiarism is despised.

Class Schedule:**Week 1:**

1. Introduction to the Theory of Comparative Study of Civilizations – Definitions of Civilization - History of the Civilization Studies. - Major Scholars and their Central Concepts since mid 19th c. to the Present.

Week 2:

2. Evolution and Mankind – Human Development during the Paleolithic Age – The Neolithic Age: from Hunting and Gathering to Agriculture - Metal and its uses.
3. Human Genetics: the Formation of Races and Nations - Family and Kinship – The Formation of Social Structure and the Emergence of the State.

Week 3:

4. Language and Culture – Transmission of Culture and Acculturation Problems – Accumulation of Knowledge. –
6. Cultural Relativism.
5. Emergence of Religion. – Polytheism, Animism and Totemism. – Monotheistic Religions – Religion and Society – State Religions in the History of Civilizations - Traditional Societies and Civilization.

Week 4:

7. The Legacy of Mesopotamian Civilization. (Sumer, Babylon, Assyria) – The Evolution of Writing – Mathematics and Chronology – Religion and the Afterlife – History in the Epic Tales – Law and Government – The Code of Hammurabi – The Decline of Mesopotamian Culture

Week 5:

8. The Legacy of Egyptian Civilization – Egypt ' s Uniqueness – The Pharaoh – The Old Kingdom – The Middle Kingdom – The New Kingdom – The Conquests.

9. Egypt: Religion and Eternal Life – The Gods of Egypt – The Pyramids and Mummies – Daily Life and Various Inventions.

Week 6:

10. The Legacy of Greek Civilization – Early Hellenic Mythology and Religion – The Mycenaean Age - Athens and Sparta – The Persian Wars – The Peloponnesian War and the Destiny of Classical Greece.

11.Hellenic Culture – Emergence of Philosophy – Architecture and Fine arts – Literature and Theatre – The Foundations of the European Ethos.

Week 7:

12. Alexander the Great and Hellenistic Civilization – The conquests and the Proliferation of Hellenic Culture – Cultural Policy and Political Culture – The Globalized Thinking - Religious Tolerance and the Concept of Ecumenicism.

Week 8:

13. The Legacy of Roman Civilization – The Roman Republic – The Roman Democracy - Politics and Cultural Expansion - The Roman Army and the Conquests in Europe, Asia and Africa – The Rise of the Roman Empire.

14. Roman Culture and the World - Pax Romanum - Judicial System – City culture – Architecture and Engineering – Fine Arts – Everyday Life – Civilization and Barbarians. – The Heritage of Rome in Europe: from the Dark Ages to Renaissance .

Week 9:

15. The Legacy of Hebrew Culture - Israel and Jewish Religious Beliefs — Hebrew Torah and The Holy Bible - The Roots of Christianity - The Destiny of the Nation.

Week 10:

16. The Legacy of Indian Civilization. – Mohenjo-Daro and Harappa Culture – Aryan Invasion – Vedic Wisdom – Gods of Hinduism – The Caste System and Indian Society - India under the Muslim Rulers and the Convergence of Cultures.

17. Hinduism and Buddhism – The Roots of Knowledge – Basic concepts of Hinduism Rules and regulations – Basic Concepts of Buddhism – Four Noble Truths – The Eightfold Path of Salvation – Proliferation of Buddhism and the Emergence of a World Religion – Major Branches of Buddhism –

Week 11:

18. The Legacy of Chinese Civilization – Religious Syncretism: Taoism, Buddhism and Confucianism – Philosophy and Major Geopolitical Concepts - Taoism in Religion, Natural Science and Medicine – Architecture, Engineering, and Technology in Ancient China.

19. Confucianism as the Way of Life – The Enlightened Society – The Great Ethical Principles - Literature and the Arts – Chinese Cultural Influence in Korea, Japan and Vietnam - China in the XX c. and Prospects for the Future.

Week 12:

20. Great Civilizations of the Americas : The Olmecs – The Chavin – The Maya – The Toltecs – The Aztec Empire – The Inca Empire – The Conquest and the Fall of Indigenous Civilizations.

Week 13:

21. The Legacy of Byzantine Civilization and The Greek Orthodox Church
22. The Phenomenon of Russian Civilization and Eurasian Empires during the Middle Ages.

Week 14:

23. The Legacy of Islam - Prophet Muhammad and the Holy Koran – The pillars of Faith – Islamic Law – Islam versus other Religions – Islamic culture in the Middle Ages – Crusades and Jihad – Moderate Islam and Wahhabist Extremism – Islamic Fundamentalism Today and the Problem of Political Terrorism.

Week 15:

24. The Clash of Civilizations - The Formation of European Civilization and Christian Ideals – Medieval Europe and the Islamic Empires: Political Confrontation and Cultural Convergence. – Civilizations in the Modern World and the Ever-changing Balance of Power.

25. Final Examination

NOTE:

The order of classes can be a subject to change.

HUM220-1 UK, US Contemporary Popular Culture (2008curriculum 3 credits)
HUM225-1 UK, US Contemporary Popular Culture (2004curriculum 3 credits)

Darren Jon Ashmore

Year: 2010

Semester: Fall

Meeting-time/day: Mon/Wed 9am to 10.15am

Office: A 4-11

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

E-mail: Lupin3@aiu.ac.jp

Website:

Course Description:

COURSE DESCRIPTION

This course is designed as a survey of important examples of North American and British Popular Culture movements, and the ways in which they have impacted on the world at large – especially within Japan. From music, through film to clothing, the fashion and cultural whims of both the US and the UK have been the centre of the ‘ Pop ’ world for over a century.

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

Objectives:

COURSE OBJECTIVES

Over the course of the program, student will:

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

Expected Academic Background:

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

Textbook:

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

Reference Books/Other Study Materials:

See 'Textbooks'

Assessment:

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

- (1) Essay (50%)
- (2) Class participation (20%)
- (3) Mid Term Examination (30%)
- (4) Approved extra credit activities (+10%)

The component of class participation consists mainly in participating actively in class discussions. In case they wish to gain additional marks for the final grade students have the option of submitting a 1,000 page book report on a work of cultural studies by the end of the course, or undertake a detailed presentation on a specific issue.

The essay will be on any topic of interest to the student. However, it should be a topic to which the themes, theories and principles of anthropology can be appropriately applied. It should be around 2,000 words in length. I will be happy to check first drafts if submitted no later than Week Ten. I shall read and make comments on how to improve the draft (but will not give it a mark). Students will submit a second and final draft by the end of the course. The final draft shall be formally marked and will constitute 50% of the student's final mark.

Policies & Remarks:

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

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

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

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

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

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

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

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

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

Class Schedule:

Week 1:

Framing Culture I – Pop Goes the Weasel

Week 2:

Theme: Folklore I: Fakelore and Folklore

Lecture: Considering the roots of popular culture in the West – from European to American – and the role of migration in spreading the lore of many nations to a small number of ‘ cultural hub ’ in the great cities. It is these cities which become central in the creation of modern popular culture, and their influence can be seen as far back as records can reach.

Screening: “ Gilgamesh and the Ancient Pop Revolution ” .

Week 3:

Theme: Folklore II: Holding Out For a Hero

Lecture: Examining the modern creation of the folkloric hero construct and the almost simultaneous creation of the cultural marketplace (one of the prime movers of all culture). From transmission of faith via popular iconography, to the Celtic revival we will explore the way in which Heroes have been exploited to sell ideals to generation after generation.

Screening: ‘ Arthur, Robin, Hawkeye and John Henry: Selling Ideals ’ .

Week 4:

Content as yet unconfirmed

Week 5:

Theme: Cult Screening.

Screening: “ Monty Python and the Holy Grail ” .

Week 6:

Essay Advising Week.

Week 7:

Part Two: Cases One - Romantics, Rebels and Rolling For Loot.

Theme: All That Jazz.

Lecture: This week we will focus on the rise of Jazz and its roots in a number of Black American musical and cultural traditions. We will be exploring the influence of this uniquely American Art on both local and British musical environments, as well as considering the way in which the icons of Jazz have grown beyond the music market itself.

Seminar/Screening: “ Kinda Blue ” – the making of a jazz legend.

Week 8:

Theme: African Culture and the Black Arts Movement.

Lecture: Considering the impact of African Culture on both Britain and America in the 1960s and the creators who founded the World ’ s broader appreciation for African Culture (in both direct forms, such as native art to derived properties such as the work of creators who work towards bonding different cultures through shared experiences).

Seminar/Screening: “ Amiri Baraka – Poems that Kill ” .

Week 9:

Theme: It is the End of the World (of Warcraft).

Lecture: This week we shall be exploring the rise of the Nerd – from their early days worshipping the likes of Gary Gygax, to the Church of Warcraft, and its 14,000,000 current initiates. We shall be considering the place of alternative cultures as a source of imagination and the foundation of main-stream influence.

Week 10:

Theme: Screening Pop – Dr. Who, Star Wars and Going Boldly, Somewhere or Other.

Lecture: Examining the development of Science Fiction as one of the prime arms of

popular development in both literature and on the screen. We shall consider the founders of the discipline (in the work of E.E. 'Doc' Smith) and the way in which speculative fiction has come to dominate 21st century popular culture.

Seminar/Screening: 'Trekkies'.

Week 11:

Theme: Mid Term Exam – Essay Based.

You will be permitted to use – and supplied with – certain textual materials to assist in these examinations.

Week 12:

Part Three: Cases Two - Counting Out Culture

Theme: Selling War to Generation Next.

Lecture: Looking at the work of people such as Tim Page and Brian Hanrahan, and the ways in which Media (both old and new) have been brought into the marketing of warfare to the world. From the popular rags selling propaganda to the home front in the First World War, through the First Television war in Vietnam to the Live Spectacular which is the War on Terror, we shall explore the various interests which look to be served by controlling the information flow to the 'masses'.

Week 13:

Theme: Vogue: Dying For Fashion.

Lecture: An exploration of the fashion industry in the US and UK. With focus on the way in which the industry can affect whole nations, we shall concentrate on the West's desire for branding, set against the impact which such demands have on the developing cultures which are used to produce the clothes we wear – are brand name companies committing human rights abuses to produce our clothes?

Seminar/Screening: 'Victims of Fashion'.

Week 14:

Theme: Drug is the Love.

Lecture: From Shamanistic device, through an aid to bicycle riding to a sure-fire way to fill a morgue in any inner city area in the West, we shall explore the nature of popular drug use in both the US and the UK in this session. Focusing both on the Pro and Anti lobbies, we shall consider how both popular perception and official legislation have affected the way in which drugs are bought, sold and used

Seminar/Screening: 'Ezer-Not-So-Good as You Think'.

Week 15:

Theme: Cult Screening.

Screening: “ Trainspotting ” .

HUM230-1 History of Science (2008curriculum 3 credits)
HUM240-1 History of Science (2004curriculum 3 credits)

Dr. Don Nilson

Year: 2010
Semester: Fall
Meeting-time/day: Tue & Thrs 1030-1145
Office: A4-12
Office Hours: Mon.& Wed. 1330-1500
E-mail: nilson@aiu.ac.jp
Website:

Course Description:

This course provides an introduction to the history of Western science through an examination of several major developments in scientific thought from the ancient world to the 21st century. The study of the history of science is both history of ideas and is social history. The developments we focus on will be looked at especially in relation to the changing philosophical background to science and its development across the ages. With this emphasis, we see the history of science as a history of ideas. The themes or adventures in the history of science to be studied include : the ancient formal science of geometry, from alchemy to chemistry, the great transformation to modern science in the Scientific Revolution of the 17th century, Darwin ' s theory of evolution, the discovery of DNA and the new foundations for genetics, insights from new genetic sequencing methods (or how race came to be seen as a myth as we discovered our common ancestors) and finally, Einstein ' s revolution in physics and geometry.

Objectives:

*In this course students will develop an appreciation and understanding of a set of major developments in science over the ages. Relations between science and philosophy will be explored.

- Students will develop careful, thorough and precise ways of reading works in the history of science. But the course aims for general understanding and so is relatively non-technical.
- Students will improve their logical and critical skills. They will come to see how arguments can be criticized and thus can come to be better understood.
- Students will learn some new information about science as they study science history and will thus become more scientifically literate (that is, come to have the basic information about science expected of informed citizens when they read the news.) You will learn about some of the key revolutionary scientific ideas of Galileo, Descartes, Sir Isaac Newton, Charles Darwin, Watson & Crick, and Albert Einstein.
- You will come to see how the study of the history of science can enrich your understanding of science and other aspects of culture as well.

About Studying History: I believe that the study of history holds great value for the student. History sometimes seems uninteresting, but it does not have to be seen like that. After all, it is the study of discoveries of relationships. Whether you are studying history of science or history of economics or the history of East Asian art, you will find that you can gain a wealth of understanding when you discover how ideas, institutions, regions and peoples become alive and meaningful to us when we study their inter-relationships. Careful reading and research is the key to gaining such understanding. The readings for the course are university-level readings, and generally speaking, university-level readings are most often a bit difficult. But we approach the process of close-reading in a structured way, looking for the writers' reasoning and responding to that reasoning. Speaking personally, I truly hope you will come to enjoy the study of history of science and see the relations between science, philosophy and personal outlook which make the study of history of science so important for global culture today and for us as individual citizens.

Textbook:

1. Textbook : John Avery - Science and Society (Copenhagen, Denmark : H. C. Orsted Institute, 2nd Edition, 2005.) (available on line - no charge – <http://www.paricenter.com/library/papers/scibk1.pdf>).
2. Textbook : Spencer Wells – The Journey of Man. A Genetic Odyssey. (New York : Random House, paperback edition 2003.)
3. Selected short readings on various topics in history of science will be available for you to make your own photocopies. Handouts, such as question sets, charts and outlines, as well as other readings, will be made available during the course.
4. Usual reading assignments from the above (see 1, 2 & 3) will be approximately 20 pages per class.
- 5 We will study a video of a lecture in the history of science for content and also to further develop our listening/comprehension skills. We will also view and study a video entitled The Journey of Man (linked to one of our textbooks.)
6. We will use some on-line resources in history of science.

Assessment:

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

- 1) Exams: There will be a mid-semester exam and a final exam consisting of multiple choice, short-answer and essay questions. Each exam counts as 20% of the final grade, but the final exam grade may count more if you do especially well on the final exam.
- 2)Papers : Students will write two short papers for the course. These will be critically and logically structured papers prepared following detailed instructions that will be provided separately. These papers will count for a total of 25%. Papers must be turned in on time.
- 3)Homework, Class Participation and Presentations: You are expected to attend and fully participate in each class, to do all readings in preparation for each class and all assigned

homework on time . You are expected to be prepared for each class and especially for in-class discussions or presentations that you will do. We will do some short in-class group presentations on various topics. Together all of these parts of the course will count for 35% of your grade.

Policies & Remarks:

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

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

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

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

Preparation : This is a course for beginners : no prior background or courses in philosophy or university-level science are required. A sincere interest is expected in learning about the place of science in human culture.

Class Schedule:

Week 1:

1. If we are to study the history of science, we need to ask what science is. Can we define what science is and distinguish it as different from other fields? Relations of philosophy to historical interpretation. Science & myth : Ernst Cassirer ' s interpretation of their places in human culture..

Kuhn, Popper, and creativity in science. Do these two thinkers accept or support positivism ? What do these thinkers say about scientific revolutions? Science as part of a world view. What is a “ change to a new paradigm ” ? Introduction to the history of science as part of the interdisciplinary subject Science Studies.

Week 2:

2. Science in ancient cultures : Egypt, Mesopotamia, China, India, Greece. Science & myth : The interesting case of “ Hamlet ' s Mill ” . The development of geometry . The natural philosophy of the pre-Socratic philosophers of Greece. Plato & Aristotle. When

philosophy and science were one subject.

Week 3:

Ptolemy and ancient astronomy. Alexandrian Science. Archimedes.
Development in the sciences : China, India and the Islamic world.
Aristotle ' s science and the worldview of the Middle Ages.
Science in the Renaissance. Leonardo. Copernicus. Galileo and Descartes.

Week 4:

Leibniz. Huygens. Romer. The Scientific Revolution.
Newton & the Enlightenment. Chemistry : from alchemy to the new atomism.
Science & technology in the Industrial Revolution. Developments in the social sciences.

Week 5:

The theory of evolution and Charles Darwin. Lyell ' s geology.
Debate about the age of the earth. Theory of continental drift.
Developments in medical science.

Week 6:

Atoms in chemistry from Dalton to Mendeleev. Electricity & magnetism.
Atomic & nuclear physics. Rutherford ' s model of the atom.

Week 7:

Twentieth Century Physics – brief introduction: M. Planck. A. Einstein, N. Bohr :
The makers of the quantum revolution. New geometries and other developments in
mathematics. Einstein ' s theories of relativity.

Week 8:

From nuclear transmutation to Hiroshima & Nagasaki.
Review / Mid- term Exam

Week 9:

Genetics : from G. Mendel to genetic engineering. / The Journey of Man and genetic
markers.

Week 10:

The great Journey of Man begins.

Week 11:

Great migration patterns.

Week 12:

The Main Line in DNA lineages.

Week 13:

The Importance of Culture : the 2nd and 3rd “ Big Bangs ” in evolution.

Week 14:

Einstein ’ s great revolution in physics and geometry. Beyond Einstein - physics today.

Week 15:

Summary & review / Final Exam

MUS200-1 Music Performance (2008curriculum 3 credits)
ART180-1 Arts (Music and Performance) (2004curriculum 3 credits)

Reiko Watanabe

Year: 2010
Semester: Fall
Meeting-time/day: TBD; over 7.5 weeks only
Office: C3-10
Office Hours: By appointment
E-mail: paganiniana@aiu.ac.jp
Website:

Course Description:

From a unique perspective of a performing artist on stage, I explore and analyze numerous master pieces from the Baroque to contemporary music periods. I demonstrate different styles of music and highlight changes in performance practices which have occurred over time. The students will have an opportunity to attend my live, lecture-concert session at a public concert hall. At the university, I shall often play solo violin or duo pieces with a pianist to allow the students to listen, stop, and ask questions during such performances.

I will also point out relationships which exist among literature, philosophy and music by using literary works of Nietzsche and Tolstoy and musical works of Janacek, Beethoven, J. S. Bach, etc. Students will be encouraged to explore the relationship among composers, performers, audience and critics in performing arts. This year I will let students actually play violin as an experience. In addition, probably I will invite an internationally known Japanese composer to the class to speak on classical and modern music from the perspective of a composer.

Interviews on DVD 's and CD 's and music reviews from newspapers and journals.

Objectives:

By listening to many examples of actual performances, students will be able to grasp the essence of music which is difficult to comprehend through intellectual and verbal exercises only. You should realize that there is a lot more to music than printed notes on a page. The course will develop the ability of the students to become an active listener, versus a passive listener, with appreciation for both the sound and the musicians who create this art.

Expected Academic Background:

None required, only eagerness and curiosity about music.

Textbook:

J. Kerman, G. Tomlinson, LISTEN, Boston: Bedford/St. Martin 's, 6th Edition

Reference Books/Other Study Materials:

A partial list of music compositions on CD ' s which will be made available in the library:
6 CD ' s which accompany the text book, Listen; includes recordings from early Middle Ages to 20th century music

J. S. Bach, Sonatas and Partitas for Violin Solo, Cantatas, Passions

A. Vivaldi, Four Seasons

A. Mozart, Sonatas, Concertos

L. Beethoven, Sonatas, Symphonies

J. Brahms, Sonatas for Violin and Piano, Violin Concerto, Piano Concertos

N. Paganini, Caprices

C. Franck, Sonata for violin and piano

A. Berg, Violin Concerto

A. Shostakovich, Violin Concerto, Symphonies

Works by Bartok, Schubert, Schumann, Stravinsky, Debussy, Schoenberg, etc.

DVD:

L. Bernstein, Young People ' s Concert/New York Philharmonic, 1961

The Art of Violin, and other video recordings of past master performers in the 20th century

Books on music and art:

F. Nietzsche, The Birth of Tragedy

L. Rowell, Thinking About Music

A. Schopenhauer, Metaphysics of Music

L. Tolstoy, What is Art, Kreutzer-Sonata

S. Volkov, Testimony

A. Copland, What to Listen for in Music

Assessment:

The course grade will be determined by: participation 20%

Midterm listening exam 30% Final examination 50%

Listening quizzes 30%

Classroom discussion 20%

Policies & Remarks:

Attendance will be counted as a part of classroom discussion.

CD ' s will be available in the library for listening assignments.

The course consists of 45 class hours, but classes are not held every week. The dates of classes will be posted before August 1.

Class Schedule:

Week 1:

What is the Classical Music?

Copland 's " What to Listen for in Music "

Week 2:

Structure of music.

Late Baroque Period – Vivaldi & concertos

Week 3:

Late Baroque Period - Bach, dance suites & counterpoints

What is Violin? Legends of great violinists

Week 4:

Music and the Age of enlightenment - Haydn's symphonies.

What is "sonata form"?

Midterm listening exam.

Week 5:

Haydn & Mozart

A new genre: string quartets

Week 6:

Beethoven: a hero

Week 7:

Romantics - Schubert, Schumann, Brahms

Introduction to Modernism -- Schoenberg, A. Berg, Stravinsky

Week 8:

Class summary and final exam

NOTE:

In addition to these above classes, I also have a lecture-concert at the Large Lecture Hall, accompanied by a pianist. This is an annual event when I teach at AIU and public is also invited and simultaneous translation into English will be provided to non-Japanese listeners.

As in the past, in conjunction with Prof. Nilson ' s course on philosophy, we will probably invite a renowned Japanese composer to lecture about his own works.

MUS201-1 Music Practice I (Suzuki Method Ensemble) (2008curriculum 1 credits)
MUS201-1 Music Practice I (Suzuki Method Ensemble) (2004curriculum 1 credits)

Keiko Abe (Adjunct Lecturer), Mineo Nakajima (Professor)

Year: 2010

Semester: Fall

Meeting-time/day: Friday 19:50 - 21:30 , Sep.4, 10:00-11:40

Office:

Office Hours: 1 hour before every class

E-mail: keikoabe@mac.com

Website:

Course Description:

Music is the universal language. Playing an instrument gives a musician a powerful ability to communicate with others. This skill will provide AIU students a valuable tool after graduation. By participating in the ensemble, students can collaborate with friends to learn music very enjoyably.

This course is not designed specifically for music majors, but rather open to music lovers at all skill levels who want to play with the AIU Chamber Music Ensemble. Instrumentalists who want to join the Ensemble and play violin and other instruments will utilize one of two study methods: the SUZUKI METHOD and the VIOLINLAND study books. The author of the latter is the instructor, Ms. Abe.

While this course may include some lectures and discussions about basic theory and philosophy of the Suzuki Method, the focus is on playing. The goal of the course is to play together as a group.

Join us in the AIU Chamber Music Ensemble!

Objectives:

Performing at University events.

Students are able to perform many occasions while study abroad and after graduation in social life.

Expected Academic Background:

No musical experience is required, only eagerness and curiosity to play string or wind instruments. If you own an instrument from past musical studies, please bring it with you.

Textbook:

+ SUZUKI Violin Study books: Vol. 1 to 2 (Zenon Publisher Co.)

Author: Shinichi Suzuki

+ VIOLINLAND Vol. 1 to 2 (Ongakunotomo Sha Co.)

Authors: Keiko Abe & Lioko Kihara

+ KODOMONO VIOLIN MEIKYOKUSHU (Ongakunotomo Sha Co.)
Author: Keiko Abe

+ 中嶋嶺雄著 『音楽は生きる力』 (西村書店、2009)

Assessment:

Pass / non-pass grade on attendance

Class Schedule:

Week 1:

Week1 – Week 5 (September 3, 4, 17, 24, October 1)

+ "Kirakiraboshi Variations"

+ "Minuet No.1 & 2" by J.S. Bach—Suzuki Book Vol.1 (3 voice parts)

+ " Violinland " Vol. 1 & 2

- Learning correct breathing techniques/bowing for all students

- Training how to read notes for beginners.

- Study and play the violin up to Vol. 2 (lesson 5, page 29)

Week 2:

September 4(Sat.) 10:00-11:40

+ "Silent Night" melody part from Violinland Vol.1

Week 3:

September 17

+ "Allegro" Suzuki Book Vol.1

Week 4:

September 24

+ "Long Long Ago" Suzuki Book Vol.1

Week 5:

October 1

+ "Canon" (4 voice parts) by Pachelbel—technical and artistic study.

Week 6:

Week 6 – Week 8 (October 8, 15, 22)

+ "Minuet No.3" by J.S. Bach—Suzuki Book Vol. 1 (3 voice parts)

+ " Violinland Vol. 2 " Lesson 6 to 8, page 43

Week 7:

October 15 -See Week 6

Week 8:

October 22

+ Brush up on "Canon"

Week 9:

Week 9 – Week 11 (October 29, November 5, 12)

+ "Violinland Vol. 2" Lesson 9 & 10—"Sakura Sakura duet"

"Twinkle Twinkle Little Star " (trio version)

Week 10:

Lecture by Professor Nakajima (November 5)

“ What is Suzuki Method: Philosophy and Academic Approaches ”

Week 11:

November 12

+ " My Grandfather's Clock" Duet from Meikyokushu, by K. Abe

+ " Chorus from Judas Maccabaeus" by George Frederick Handel—Suzuki Book Vol. 2 (2 voice parts)

Week 12:

Week 12 – Week 14 (November 19, 26, December 3)

+ "Violin Duets for Christmas" G. Schirmer, Inc.

+ Brush up on "Canon" by Pachelbel

Week 13:

November 26 -See Week 12

Week 14:

December 3

Brush up on all music.

Dress rehearsal on stage.

Week 15:

Final Christmas Concert-December 17

"Kirakiraboshi variations, Allegro, long Long Ago, 3 Bach's Minuets " Suzuki Book Vol.1

"Chorus from Judas Maccabaeus" Suzuki Book Vol.2

"Twinkle Twinkle Little Star, Sakura Sakura, My Granfather's Clock, Canon"

Violinland and Meikyokushu

" Christmas Carols " by G Schirmer and ENCORE!

NOTE:

On occasions we may have guest teachers.

PHI160-1 Asian Philosophy (2008curriculum 3 credits)

PHI180-1 Asian Philosophy (2004curriculum 3 credits)

Akimasa Mitsuta

Year: 2010

Semester: Fall

Meeting-time/day: Tue 14:15-16:45

Office: not decided yet

Office Hours: by appointment before or after the class

E-mail: mitsuta@obirin.ac.jp

Website:

Course Description:

The purpose of this course is to offer a basic understanding of Asian philosophy. The emphasis will be given on the differences of Asian philosophy from the Western philosophy.

Many Japanese young people today have only a limited knowledge of Asian intellectual tradition. The principles of Confucianism, Buddhism, Taoism and Shinto will be reviewed and explained.

The influence of Chinese philosophy in the contemporary world where the western philosophy has predominantly influence will be discussed.

Objectives:

The objectives of this course is to provide students with basic knowledge about Asian philosophy based upon historical viewpoints. Chinese philosophy will be presented together with its influence on Japan and Korea. In many cases today's Japanese students are lack of common knowledge about Japanese history and culture. Emphasis will be given for them to acquire these knowledge.

How to explain Japanese culture and thoughts to foreigners will an important task for the students in their future. The course will focus on it too.

Expected Academic Background:

To review the studies of history in high school is strongly recommended. To have had some studies of Chinese classics in high school is desired. Reading newspapers is expected to pursue discussions.

Textbook:

There will be no designated textbook.

The Japanese students are advised to have 論語 (Rongo, the Analects of Confucius) of Publisher Iwanami, which will be quoted often.

Reference Books/Other Study Materials:

The Japanese: Edwin O. Reischauer, Tuttle Book

Japan: Edwin O. Reischauer, Tuttle Book

For Japanese students:

中国五千年史: 陳舜臣

タテ社会の人間関係: 中根千枝
古事記物語: 福永武彦 岩波少年文庫

Assessment:

(1) Class Participation----- 40%

(The students will be invited to participate in discussion in the class.
Active participation will be welcomed)

(2) Test-----30 %

(3) Essay-----30%

Policies & Remarks:

Attendance in all the classes is mandatory, whether it is being checked by the instructor or not.

To participate in discussion actively will be regarded as of an essential importance.

Class Schedule:

Week 1:

Self-introduction of the instructor and the students

The students are expected to explain what they have studied on Asia and to state whether they have studied Japanese history in high school or not.

Explanation of the purpose and design of the course

Week 2:

What is Asia?

Week 3:

China in the world today

Comprehension of the viewpoint of the Chinese on the world “ Tian Xia()

The concept of nation state to the Chinese

Views of the West on China

Week 4:

Overview of Chinese society and history

It is necessary to know Chinese history in order to understand Chinese thoughts. There are more than 50 minorities in China today. Of them Han people played the central role forming the Chinese history. What is Han will be discussed.

Week 5:

Chinese History to be continued.

Dawn of Chinese civilization:

Shang Dynasty, Chou Dynasty and Feudal Kingdoms

Han Dynasty

Week 6:

Variety of Chinese Philosophy
Confucianism
Taoism
Hundreds of Philosophy

Week 7:

Recent Chinese Movement:
Establishment of Confucius Institutes

Week 8:

Buddhism and Christianity in China

Week 9:

Japanese History and Philosophy
Spirit of "Wa"
Shinto
Busido

Week 10:

Japanese History and Philosophy
Chinese influences: Interpretation of the Analects of Confucian
Development of Buddhism

Week 11:

Meiji Restoration in Japan
Absorbing Western civilization

Week 12:

Test

Korea and Southeast Asian Nations

Week 13:

Submitting an essay

Comparison: Differences of the West, China and Japan
On time span
On family ties
On the relationship between government and people

Meiji Restoration in Japan
Absorbing Western civilization

Week 14:

Asian Studies in the World
America: Harvard, Princeton, University of California
Britain: Oxford, Cambridge
France
Australia
Russia
Japan
China

Summing up

BIO100-1 Introduction to Biology (2008curriculum 3 credits)

BIO100-1 Introduction to Biology (2004curriculum 3 credits)

Dr. Andy Crofts, Please print the PDF version!

Year: 2010

Semester: Fall

Meeting-time/day: Tue, Thu, 10:30 - 11:45 in D102

Office: A3-11

Office Hours: Tue, Thu, 13:00 - 14:30, and whenever I'm in my office

E-mail: acrofts@aiu.ac.jp

Website: AIMS - Introduction to Biology

Course Description:

The aim of this course is to provide you with an introduction to Biology by focusing on key principles that underlie the phenomenon of “ life ” . You will be introduced to the many levels at which Biology occurs; from the smallest cell, to the entire Biosphere (our planet). Once you have a good grasp of the basics, you will apply your knowledge in order to understand and discuss possible solutions to some of the big issues in Biology today. All students will give a short presentation related to either biofuels, genetic modification or the consequences of global climate change.

Objectives:

Through this course, you will gain knowledge of the molecular basis of life and the general principles which underlie it. You will also broaden your insight into important global issues within the field of Biology.

Expected Academic Background:

The introductory nature of this course means that there are no formal pre-requisites. However, since we will be covering certain key areas of Biology in some depth, those with less exposure to Biology at High School should be prepared to put in extra effort both within and outside the classroom. This effort will be rewarded with a greater understanding of the molecular basis of Biology, and a better grade!

Textbook:

Biology: Concepts and Applications. 8th Edition.

ISBN: 9780538739368 (International Edition)

Required and available from the Kiosk on Campus. You may also use the 7th edition, but please check that the Chapter numbers are correct for any given topic.

Reference Books/Other Study Materials:

Please enroll in the AIMS Introduction to Biology course (enrollment key BIO100) to access course and study materials.

Assessment:

In order to encourage your active Class participation and to accurately measure your understanding of a topic, and promote discussion, we shall be using an audience

response (clicker) system. You will each be assigned a clicker for use in class and your responses will be used to monitor your knowledge and participation (attendance).

Small tests will be given either at the start of class or as take home exams (homework) to re-enforce topics covered in class. Take home tests should be handed in to my office (A3-11) by 5pm the day before the next class. This deadline is required so that your tests can be marked and any difficulties can be addressed in the next class.

Four larger Mid-term exams will follow each major topic area, and studying for these will allow you to see the connections between related lecture topics. Since each topic area overlaps with, and builds upon, knowledge from the previous section, there will not be a final (comprehensive) exam.

Individual Class presentations should last five minutes and will be on a topic related to one of the three important issues under consideration – biofuels, GMOs (genetically modified organisms) or global climate change. After each presentation, time will be given for questions from the class and for general discussion. The ability to give an informative and engaging oral presentation is an important skill that will take you far in life. Good structure and well researched content are important, but you should also engage the audience by presenting your position regarding the topic you present. A reference list should be included at the end. If you are in the audience, then please ask questions as this too will impact your presentation grade.

Class Participation 20%
Small tests (10 - 2% each) 20%
Mid-term Exams (4 - 10% each) 40%
Oral Presentation 20%
Total 100%

Grade boundaries (%)*:

A+: 100

A: 95-99 Excellent

A-: 90-94

B+: 87-89

B: 83-86 Good

B-: 80-82

C+: 77-79

C: 73-76 Satisfactory

C-: 70-72

D+: 66-69

D: 60-65 Poor

F: 59 % or lower Failure * Exam scores will be adjusted to reflect difficulty.

Policies & Remarks:

This lecture course (BIO100) is designed to be complementary to the lab class (BIO105) so you are strongly encouraged to take both courses at the same time.

Class Schedule:

Week 1:

09/02 Thu: Invitation to Biology

Week 2

09/07 Tue: Molecules of Life

09/09 Thu: Cells

Week 3

09/14 Tue: Cell Structure and Function

09/16 Thu: Exam 1

Week 4

09/21 Tue: How Cells Work

Week 5

09/28 Tue: Photosynthesis I

09/30 Thu: Photosynthesis II

Week 6

10/05 Tue: Cell Respiration

10/07 Thu: Exam 2

Week 7

10/14 Thu: Issues in Biology: Renewable Energy - Biofuels

Week 8

10/19 Tue: Class Presentations - session 1

10/21 Thu: Class Presentations - session 2

Week 9

10/26 Tue: DNA Structure and Function I

10/28 Thu: DNA Structure and Function II

Week 10

11/02 Tue: From DNA to Protein

11/04 Thu: Molecular Biology - DNA and Cloning

Week 11

11/09 Tue: Exam 3

11/11 Thu: Issues in Biology: Genetically Modified Organisms (GMOs)

Week 12

11/16 Tue: Class Presentations - session 3

11/18 Thu: Class Presentations - session 4

Week 13

11/25 Thu: Evolution I

Week 14

11/30 Tue: Evolution II

12/02 Thu: Ecosystems

Week 15

12/7 Tue: Issues in Biology: Global Climate Change

12/9 Thu: Class Presentations - session 5

Week 16

12/14 Tue: Class Presentations - session 6

12/16 Thu: Exam 4

NOTE:

Schedule is subject to change (and will not be easy to read unless you have printed the PDF version of the syllabus)

BIO105-1 Biology Laboratory (2008curriculum 1 credits)

BIO105-1 Biology Laboratory (2004curriculum 1 credits)

Dr. Andy Crofts

Year: 2010

Semester: Fall

Meeting-time/day: Fri, 9:30 - 12:00 in 1st Lab

Office: A3-11

Office Hours: Tue, Thu, 13:00 - 14:30, and whenever I'm in my office

E-mail: acrofts@aiu.ac.jp

Website: AIMS - Biology Laboratory

Course Description:

The BIO105 lab class is designed to give you firsthand exposure to the scientific method which involves experimental design, careful observation and the building and testing of hypotheses. A total of five lab classes (averaging 2.5 hours each) and two field trips will be given. In at least one lab class, a problem-based learning approach will be used in which you will be presented with a written scenario and appropriate biological materials. You will then be asked to design and perform your own experiments and to make conclusions as to the meaning of your results. Guidance will be offered where appropriate to ensure that you are on the right track. Two field trips (one overnight) to areas of natural beauty are planned to allow you to appreciate the natural world and your place within it.

Objectives:

Through this course, you will gain practical knowledge about the experimental nature of Biology and strengthen knowledge gained in the lecture course. Through the field trips, you will deepen your appreciation of the value of nature and its importance for humankind.

Expected Academic Background:

If possible, you should take the Introduction to Biology lecture course (BIO100) in the same semester as this lab class as it will help provide the necessary background for you to understand the experiments you will perform.

Textbook:

Biology: Concepts and Applications. 8th Edition.

ISBN: 9780538739368 (International Edition)

Recommended and available from the Kiosk on Campus. 7th edition also fine.

Reference Books/Other Study Materials:

Please enroll in the AIMS Biology Laboratory course (enrollment key BIO105) to access course and study materials.

Assessment:

You will be assessed on your participation in the lab and on the content of seven written reports (of varying format), each describing the experiments performed in the five laboratory classes or knowledge acquired during the two field trips. An example lab report will be provided together with grading criteria during the first lab class. Field trip reports will have additional weighting (see below).

Lab reports (5 - 10% each) 50%
Field trip reports (30% and 20% each) 50%
Total 100%

Lab reports must be submitted for you to gain credit for your participation in a given laboratory class or field trip. A better report will give you a better grade.

Grade boundaries (%)*:

A+: 100
A: 95-99 Excellent
A-: 90-94
B+: 87-89
B: 83-86 Good
B-: 80-82
C+: 77-79
C: 73-76 Satisfactory
C-: 70-72
D+: 66-69
D: 60-65 Poor
F: 59 % or lower Failure * Exam scores will be adjusted to reflect difficulty.

Policies & Remarks:

This lab class (BIO105) is designed to be complementary to the lecture course (BIO100) so you are strongly encouraged to take both courses at the same time.

Class Schedule:**Week 1:**

09/03 Fri: Lab 1 - DNA Extraction

Week 2:

09/10 Fri: Lab 2 - Microscopy and Cell Structure

Week 3:

09/18 Sat: Field Trip 1 - Snorkeling (105-1)

Week 4:

09/25 Sat: Field Trip 1 - Snorkeling (105-2)

Week 5:

10/01 Fri: Lab 3 - Separation of Plant Pigments

10/02 Sat: Field Trip 1 - Snorkeling (Backup)

NOTE:

Schedule is subject to change

BIO105-2 Biology Laboratory (2008curriculum 1 credits)

BIO105-2 Biology Laboratory (2004curriculum 1 credits)

Dr. Naoko Crofts

Year: 2010

Semester: Fall

Meeting-time/day: Fri, 13:00 - 15:30 in 1st Lab

Office: A3-11

Office Hours:

E-mail: ncrofts@aiu.ac.jp

Website: AIMS - Biology Laboratory

Course Description:

The BIO105 lab class is designed to give you firsthand exposure to the scientific method which involves experimental design, careful observation and the building and testing of hypotheses. A total of five lab classes (averaging 2.5 hours each) and two field trips will be given. In at least one lab class, a problem-based learning approach will be used in which you will be presented with a written scenario and appropriate biological materials. You will then be asked to design and perform your own experiments and to make conclusions as to the meaning of your results. Guidance will be offered where appropriate to ensure that you are on the right track. Two field trips (one overnight) to areas of natural beauty are planned to allow you to appreciate the natural world and your place within it.

Objectives:

Through this course, you will gain practical knowledge about the experimental nature of Biology and strengthen knowledge gained in the lecture course. Through the field trips, you will deepen your appreciation of the value of nature and its importance for humankind.

Expected Academic Background:

If possible, you should take the Introduction to Biology lecture course (BIO100) in the same semester as this lab class as it will help provide the necessary background for you to understand the experiments you will perform.

Textbook:

Biology: Concepts and Applications. 8th Edition.

ISBN: 9780538739368 (International Edition)

Recommended and available from the Kiosk on Campus. 7th edition also fine.

Reference Books/Other Study Materials:

Please enroll in the AIMS Biology Laboratory course (enrollment key BIO105) to access course and study materials.

Assessment:

You will be assessed on your participation in the lab and on the content of seven written reports (of varying format), each describing the experiments performed in the five laboratory classes or knowledge acquired during the two field trips. An example lab report will be provided together with grading criteria during the first lab class. Field trip reports will have additional weighting (see below).

Lab reports (5 - 10% each) 50%
Field trip reports (30% and 20% each) 50%
Total 100%

Lab reports must be submitted for you to gain credit for your participation in a given laboratory class or field trip. A better report will give you a better grade.

Grade boundaries (%)*:

A+: 100
A: 95-99 Excellent
A-: 90-94
B+: 87-89
B: 83-86 Good
B-: 80-82
C+: 77-79
C: 73-76 Satisfactory
C-: 70-72
D+: 66-69
D: 60-65 Poor
F: 59 % or lower Failure * Exam scores will be adjusted to reflect difficulty.

Policies & Remarks:

This lab class (BIO105) is designed to be complementary to the lecture course (BIO100) so you are strongly encouraged to take both courses at the same time.

Class Schedule:**Week 1:**

09/03 Fri: Lab 1 - DNA Extraction

Week 2:

09/10 Fri: Lab 2 - Microscopy and Cell Structure

Week 3:

09/18 Sat: Field Trip 1 - Snorkeling (105-1)

Week 4:

09/25 Sat: Field Trip 1 - Snorkeling (105-2)

Week 5:

10/01 Fri: Lab 3 - Separation of Plant Pigments

10/02 Sat: Field Trip 1 - Snorkeling (Backup)

NOTE:

Schedule is subject to change

CHM100-1 Introduction to Chemistry (2008curriculum 3 credits)

CHM130-1 Introduction to Chemistry (2004curriculum 3 credits)

Dr. Andy Crofts, Please print the PDF version

Year: 2010

Semester: Fall

Meeting-time/day: Tue, Thu, 15:30 - 16:45 in D102

Office: A3-11

Office Hours: Tue, Thu, 13:00 - 14:30, and whenever I'm in my office

E-mail: acrofts@aiu.ac.jp

Website: AIMS - Introduction to Chemistry

Course Description:

The aim of this course is to provide you with an introduction to the fundamentals of Chemistry. Emphasis will be placed on introducing key areas of the subject whilst also highlighting the essential role that Chemistry plays in all aspects of our daily lives. In order to place Chemistry in a more global context, the issues surrounding the burning of fossil fuel and industrial pollution will also be discussed.

Since Chemistry is an experimental science, demonstrations will be used to visually illustrate the topics which we will cover in the classroom; the aim being to make the sometimes abstract nature of this science more approachable. To increase interactivity, students will each be asked to give a short presentation on a relevant topic of interest and are encouraged to ask questions of others. For example, are biodegradable materials really such a great idea in a World that is aiming to reduce carbon emissions? What about fossil fuels? Is nuclear power a better alternative? Another potential area for discussion is the interface of Chemistry and Biology. Are you familiar with the chemical called DNA which carries your genetic code?

Objectives:

Through this course, you will gain knowledge of some fundamental principles of Chemistry and the chemical nature of the materials which surround us. You will also broaden your insight into important global issues involving Chemistry.

Expected Academic Background:

The introductory nature of this course means that there are no formal pre-requisites in terms of maths and science. However, if you really dislike even simple calculations, then this may not be the course for you.

Textbook:

Introductory Chemistry: A Foundation. 7th Edition.

ISBN: 978-0-538-73543-8 (International Edition)

Required and available from the Kiosk on Campus.

Reference Books/Other Study Materials:

Please enroll in the AIMS Introduction to Chemistry course (enrollment key CHM100) to

access course and study materials.

Assessment:

Homework will be given in the form of take home tests. The purpose is to re-enforce your knowledge of topics covered in the classroom. Any take home tests should be handed in to my office (A3-11) by 5pm the day before the next class. This deadline is required so that tests can be marked and any problem areas can be addressed in the next class.

Four larger Mid-term exams will follow each major topic area, and these will serve to highlight the connections between related lecture topics. Since each topic area overlaps with, and builds upon, knowledge from the previous section, there will not be a final (comprehensive) exam.

The topics of individual class presentations will be related to one of the three important issues under consideration – fossil fuels and greenhouse gases, Chemistry in our lives or pollution. After each presentation, time will be given for questions from the class and for discussion. The ability to give an informative and engaging oral presentation is an important skill that will take you far in life. Good structure and well-researched content are important, but you should also engage the audience by presenting your position regarding the topic you present. A reference list should be included at the end. If you are in the audience, then please ask questions as this too will impact your presentation grade.

Class Participation 20%
Small tests (10 - 2% each) 20%
Mid-term Exams (4 - 10% each) 40%
Oral Presentation 20%
Total 100%

Grade boundaries (%)*:

A+: 100
A: 95-99 Excellent
A-: 90-94
B+: 87-89
B: 83-86 Good
B-: 80-82
C+: 77-79
C: 73-76 Satisfactory
C-: 70-72
D+: 66-69
D: 60-65 Poor
F: 59 % or lower Failure * Exam scores will be adjusted to reflect difficulty.

Policies & Remarks:

This lecture course (CHM100) is designed to be complementary to the lab class (CHM105)

so you are strongly encouraged to take both courses at the same time.

Class Schedule:

Week 1:

09/02 Thu: Chemistry: An Introduction

Week 2

09/07 Tue: The Scientific Method

09/09 Thu: Matter

Week 3

09/14 Tue: Elements, Atoms and Ions

09/16 Thu: Exam 1

Week 4

09/21 Tue: How to Name Chemicals

Week 5

09/28 Tue: Chemical Reactions

09/30 Thu: Chemical Reactions and Equations

Week 6

10/05 Tue: Chemical Composition

10/07 Thu: Exam 2

Week 7

10/14 Thu: Issues in Chemistry: Fossil Fuels and Greenhouse Gases

Week 8

10/19 Tue: Class Presentations - session 1

10/21 Thu: Class Presentations - session 2

Week 9

10/26 Tue: Energy I

10/28 Thu: Energy II

Week 10

11/02 Tue: Atomic Theory I

11/04 Thu: Atomic Theory II

Week 11

11/09 Tue: Exam 3

11/11 Thu: Issues in Chemistry: The Chemistry in Our Lives

Week 12

11/16 Tue: Class Presentations - session 3

11/18 Thu: Class Presentations - session 4

Week 13

11/25 Thu: Chemical Bonding I

Week 14

11/30 Tue: Chemical Bonding II

12/02 Thu: States of Matter - The Gas Laws

Week 15

12/7 Tue: Issues in Chemistry: Pollution

12/9 Thu: Class Presentations - session 5

Week 16

12/14 Tue: Class Presentations - session 6

12/16 Thu: Exam 4

NOTE:

Schedule should be considered preliminary and is subject to change based on enrollment and other factors.

The schedule will be much easier to read if you print the PDF version.

CHM105-1 Chemistry Laboratory (2008curriculum 1 credits)

CHM135-1 Chemistry Laboratory (2004curriculum 1 credits)

Dr. Andy Crofts

Year: 2010

Semester: Fall

Meeting-time/day: Wed, 9:30 - 12:00 in 1st Lab

Office: A3-11

Office Hours: Tue, Thu, 13:00 - 14:30, and whenever I'm in my office

E-mail: acrofts@aiu.ac.jp

Website: AIMS - Chemistry Laboratory

Course Description:

This lab class is designed to demonstrate experimentally many of the concepts covered by CHM100/CHM130. A total of eight lab classes and two field trips (averaging 2.5 hours each) will be given. Due to the potential hazards of designing your own chemistry experiments, the range of freedom given in this area will be necessarily limited. However, at the same time, the experiments you will perform in the lab may not always be typical of those found in a course like this. Many of the labs will reinforce the importance of Chemistry in our daily lives.

Objectives:

Through this course, you will gain practical knowledge about the experimental nature of Chemistry and strengthen knowledge you gained in the lecture course. Through the planned field trips, you will better appreciate the magnitude and scale of both industrial and natural chemical processes.

Expected Academic Background:

If possible, you should take the Introduction to Chemistry lecture course (CHM100/CHM130) in the same semester as this lab class as it will help provide the necessary background for you to understand the experiments you will perform.

Textbook:

Introductory Chemistry: A Foundation. 7th Edition.

ISBN: 978-0-538-73543-8 (International Edition)

Recommended and available from the Kiosk on Campus.

Reference Books/Other Study Materials:

Please enroll in the AIMS Chemistry Laboratory course (enrollment key CHM105) to access course and study materials.

Assessment:

You will be assessed on your participation in the lab and on the content of 10 written reports (of varying format), each describing the experiments performed in the ten laboratory classes or knowledge acquired during the two field trips. An example lab report will be provided together with grading criteria during the first lab class. Field trip

reports will have additional weighting (see overleaf).

Lab reports (8 - 10% each) 80%
Field trip reports (2 - 10% each) 20%
Total 100%

Lab reports must be submitted for you to gain credit for your participation in a given laboratory class or field trip.

Grade boundaries (%)*:

A+: 100

A: 95-99 Excellent

A-: 90-94

B+: 87-89

B: 83-86 Good

B-: 80-82

C+: 77-79

C: 73-76 Satisfactory

C-: 70-72

D+: 66-69

D: 60-65 Poor

F: 59 % or lower Failure * Exam scores will be adjusted to reflect difficulty.

Policies & Remarks:

This lab class (CHM105/CHM135) is designed to be complementary to the lecture course (CHM100/130) so you are strongly encouraged to take both courses at the same time.

Class Schedule:

Week 1:

no lab

Week 2:

09/08 Wed: Lab 1 - Popcorn: A Lesson in Experimental Design

Week 3:

09/15 Wed: Lab 2 - Identifying unknown metals by density

Week 4:

09/22 Wed: Lab 3 - The Reaction of Calcium with Water

Week 5:

09/29 Wed: Field Trip 1 - Industrial Chemistry (details to be confirmed)

Week 6:

10/06 Wed: Lab 4 - Hydrate Lab: An Introduction to Moles

Week 7:

10/13 Wed: Lab 5 - Eggshell analysis

Week 8:

10/20 Wed: Lab 6 - Measuring Reaction Rate - Magnesium and Vinegar

Week 9:

10/27 Wed: Lab 7 - TBA

Week 10:

no lab

Week 11:

11/10 Wed: Field Trip 2 - Chemistry in the Natural World (details to be confirmed)

Week 12:

11/17 Wed: Lab 8 - TBA

Week 13:

11/24 Wed: Lab 9 - TBA

Week 14:

12/01 Wed: Lab 10 - TBA

NOTE:

Schedule should be considered preliminary and is subject to change based on enrollment and other factors

CHM105-2 Chemistry Laboratory (2008curriculum 1 credits)

CHM135-2 Chemistry Laboratory (2004curriculum 1 credits)

Dr. Andy Crofts

Year: 2010

Semester: Fall

Meeting-time/day: Wed, 13:00 - 15:30 in 1st Lab

Office: A3-11

Office Hours: Tue, Thu, 13:00 - 14:30, and whenever I'm in my office

E-mail: acrofts@aiu.ac.jp

Website: AIMS - Chemistry Laboratory

Course Description:

This lab class is designed to demonstrate experimentally many of the concepts covered by CHM100/CHM130. A total of eight lab classes and two field trips (averaging 2.5 hours each) will be given. Due to the potential hazards of designing your own chemistry experiments, the range of freedom given in this area will be necessarily limited. However, at the same time, the experiments you will perform in the lab may not always be typical of those found in a course like this. Many of the labs will reinforce the importance of Chemistry in our daily lives.

Objectives:

Through this course, you will gain practical knowledge about the experimental nature of Chemistry and strengthen knowledge you gained in the lecture course. Through the planned field trips, you will better appreciate the magnitude and scale of both industrial and natural chemical processes.

Expected Academic Background:

If possible, you should take the Introduction to Chemistry lecture course (CHM100/CHM130) in the same semester as this lab class as it will help provide the necessary background for you to understand the experiments you will perform.

Textbook:

Introductory Chemistry: A Foundation. 7th Edition.

ISBN: 978-0-538-73543-8 (International Edition)

Recommended and available from the Kiosk on Campus.

Reference Books/Other Study Materials:

Please enroll in the AIMS Chemistry Laboratory course (enrollment key CHM105) to access course and study materials.

Assessment:

You will be assessed on your participation in the lab and on the content of 10 written reports (of varying format), each describing the experiments performed in the ten laboratory classes or knowledge acquired during the two field trips. An example lab report will be provided together with grading criteria during the first lab class. Field trip

reports will have additional weighting (see overleaf).

Lab reports (8 - 10% each) 80%
Field trip reports (2 - 10% each) 20%
Total 100%

Lab reports must be submitted for you to gain credit for your participation in a given laboratory class or field trip.

Grade boundaries (%)*:

A+: 100

A: 95-99 Excellent

A-: 90-94

B+: 87-89

B: 83-86 Good

B-: 80-82

C+: 77-79

C: 73-76 Satisfactory

C-: 70-72

D+: 66-69

D: 60-65 Poor

F: 59 % or lower Failure * Exam scores will be adjusted to reflect difficulty.

Policies & Remarks:

This lab class (CHM105/CHM135) is designed to be complementary to the lecture course (CHM100/130) so you are strongly encouraged to take both courses at the same time.

Class Schedule:

Week 1:

no lab

Week 2:

09/08 Wed: Lab 1 - Popcorn: A Lesson in Experimental Design

Week 3:

09/15 Wed: Lab 2 - Identifying unknown metals by density

Week 4:

09/22 Wed: Lab 3 - The Reaction of Calcium with Water

Week 5:

09/29 Wed: Field Trip 1 - Industrial Chemistry (details to be confirmed)

Week 6:

10/06 Wed: Lab 4 - Hydrate Lab: An Introduction to Moles

Week 7:

10/13 Wed: Lab 5 - Eggshell analysis

Week 8:

10/20 Wed: Lab 6 - Measuring Reaction Rate - Magnesium and Vinegar

Week 9:

10/27 Wed: Lab 7 - TBA

Week 10:

no lab

Week 11:

11/10 Wed: Field Trip 2 - Chemistry in the Natural World (details to be confirmed)

Week 12:

11/17 Wed: Lab 8 - TBA

Week 13:

11/24 Wed: Lab 9 - TBA

Week 14:

12/01 Wed: Lab 10 - TBA

NOTE:

Schedule should be considered preliminary and is subject to change based on enrollment and other factors

PHY100-1 Introduction to Physics (2008curriculum 3 credits)

PHY130-1 Introduction to Physics (2004curriculum 3 credits)

Yasushi Nara

Year: 2010

Semester: Fall

Meeting-time/day: T,R 12:30-13:45

Office: A3-9

Office Hours: M,W: 13:50-15:20

E-mail: nara@aiu.ac.jp

Website: www.intra.aiu.ac.jp/~ynara/physics.html

Course Description:

The course presents physics is a cornerstone of the sciences.

Knowing the fundamentals of physics permits understanding of many aspects

of the nature, not only the surrounding world of everyday experience,

but also the mysteries of the universe at the macro-scale and elementary particles at the micro-scale. The ultimate goal of physics is to answer the fundamental questions: How did the universe begin? How and of what is it made? How does it change? What rules govern its behavior?

The course will address these questions and provides the outlines of the possible answers. This introductory physics course provides an overview of the fundamental concepts of physics which focuses on concepts of, and critical thinking in physics rather than learning the mathematical formalisms and abstract calculations. The course emphasizes the beauty, symmetry, and simplicity of physics in its actual practice. Students are acquainted with a selection of topics from classical and modern physics together

Objectives:

The principal objective of this course is to build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics which describe the fundamental laws of the world.

Students will gain an understanding of how physics develops and what is the current understanding of our world in physics.

Upon successful completion of this course students will be well acquainted with the fundamental concepts and laws of physics, which will allow them to understand how science explains and builds models of the natural phenomena.

Expected Academic Background:

There are no formal prerequisites for this course.

Any advanced mathematics will not be used.

No prior physics knowledge is required.

Textbook:

Handout will be provided by the instructor.

Assessment:

Student achievement of this course objectives will be measured in quizzes (40%), homework assignments (10%), and the final examination (50%)

Policies & Remarks:

This is a lecture course, However, you are expected to contribute to the class by asking questions.

Class Schedule:**Week 1:**

Introduction and general overview
Galileo's inclined plane experiment

Week 2:

Motion: velocity and acceleration
Newton's Second law of Motion, Momentum

Week 3:

Action-reaction law
Impulse, Conservation of Momentum, Frictional Force

Week 4:

Rotational motion
Gravity

Week 5:

quiz
Fluid motion

Week 6:

Thermodynamics: Energy and Heat

Week 7:

Electromagnetic theory
Electromagnetic Waves

Week 8:

quiz

Week 9:

Theory of Relativity I
Theory of Relativity II

Week 10:

Theory of Relativity III
General Theory of Relativity I

Week 11:

Special Theory of Relativity II
quiz

Week 12:

Big-bang Cosmology I
Big-bang Cosmology II

Week 13:

Quantum Physics

Week 14:

Atomic and nuclear physics

Week 15:

Final exam

NOTE:

The schedule above is not strict and not necessary covered everything.
All materials listed will be covered if time permits.

PHY105-1 Physics Laboratory (2008curriculum 1 credits)

PHY135-1 Physics Laboratory (2004curriculum 1 credits)

Yasushi Nara

Year: 2010

Semester: Fall

Meeting-time/day: Tu 14:15-16.45

Office: A3-9

Office Hours: M,W: 13:50-15:20

E-mail: nara@aiu.ac.jp

Website: www.intra.aiu.ac.jp/~ynara/physicslab.html

Course Description:

Fundamental laws of physics are constructed based on experimental facts. This is a real laboratory course in which you will make physical experiments which will allow you to verify or discover physical laws and regularities. Experimental experience will help to understand the meaning of theoretical natural laws and the way in which they explain physical phenomena. It is hard to understand what are the scientific facts and what are the limitations of their study without actual making experiments and sorting out what is true, the most important role of natural science in general. A correct interpretation of physics or more generally natural science is indispensable for the deep and essential understanding of important social issues such as pollution, energy crisis in the world, etc. The topics in this course include estimation of measurement error, computer spreadsheets for analyzing, plotting data, selected experiments from the physics lecture course.

Objectives:

The objectives of this course are that you will (i) understand scientific data and experimental errors; (ii) that you will gain better understanding of physics laws by observing, measuring, and analyzing your findings; (iii) that you will confirm the basics of physics and have a clearer picture of “ how it works ” .

Expected Academic Background:

There are no formal prerequisites for this course.

Textbook:

Lab manuals prepared by the instructor will be provided each week. It is useful to have your own basic scientific calculator that can use scientific notation. However, you could use a scientific calculator preinstalled in the computer in the laboratory or google.

Assessment:

Student achievement of the course will be measured by reports describing the results and discussion of each experiment.

Policies & Remarks:

The class starts with description of theoretical background. Usually, experiments will be carried out with the group of three students.

If some students are absent, experiments might be carried out by only two students.

Class Schedule:**Week 1:**

Introduction. Significant Figures.

Week 2:

One Dimensional Motion I - Slow motion of your walk

Week 3:

One Dimensional Motion II - Determination of Earth ' s gravity

Week 4:

Newton ' s Laws of Motion: inertia and weight

Week 5:

Inertial force and apparent weight

Week 6:

Buoyant force

Week 7:

Monte Carlo Method: Determine the size of nucleus

Week 8:

Temperature and heat transfer

Week 9:

Greenhouse Effect

Week 10:

Conversion of kinetic energy into heat