

DEM210-1 Demography (2008 curriculum 3 credits)
DEM220-1 Demography (2004 curriculum 3 credits)

Yi-zheng LIAN

Year: 2011
Semester: Spring
Meeting-time/day: (tentative) April 11 - May 20, July 11 - 22 : T,Th 6:30 pm - 9 pm
Office: A4-6
Office Hours: (tentative) W 2 pm - 6 pm
E-mail: lian@aiu.ac.jp
Website: --

Course Description:

An introduction to population studies - facts, problems, methods, solutions, policies.

Objectives:

Students will be introduced to:

1. Useful historical demographic data, both global and country-specific, with special emphasis on some industrialized countries and some developing countries that are particularly important to Japan;
2. The concept and realities of the “ demographic transition ” and its explanations and implications;
3. The causes and consequences of the problem of population ageing, with special reference to the situation of the U.S., Japan and China;
4. Demographics in the context of international and regional economic and geo-political competition.

Expected Academic Background:

any AIU undergraduate student

Textbook:

Population: An Introduction to Concepts and Issues, 10th ed., by John R. Weeks; Wadsworth Publishing.

Reference Books/Other Study Materials:

“ Internet Resources for Demographers ” by Thomas A. Gryn, Princeton University, at <http://popindex.princeton.edu/Articles/internetpaper.html>; this and similar sites will be useful in helping students to gain knowledge and in their work on a term project for the course.

Assessment:

There will be one mid-term exam and a final. Makeup exam will be given only if a student has legitimate excuses and evidence.

The letter grade in this class will be based on one mid-term and one final exam (100 points each), one group project & presentation (100 points) and 4 assignments (25 points each, for a total of 100 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-
200 – 240 E
below 200 F

Policies & Remarks:

Intensive classroom work during April and early May, followed by independent group project in most of May and June, to be followed by intensive discussions, culminating in project presentation and submission of papers.

Class Schedule:

Week 1:

Approximate Weekly Progress:

1. Biological and anthropological aspects of demography;
2. Historical data and global population trends;
3. Working with demographic data;
4. The health and mortality transition;
5. The fertility transition;
6. Migrations;
7. Population ageing;
8. Urban demographics;
9. Demography and the household;.
10. Social policy responses;
11. Ethical and Political issues;
12. Geopolitical perspectives.

Week 2:

see above.

HUM150-1 Comparative Cultural Studies (2008 curriculum 3 credits)
HUM150-1 Comparative Cultural Studies (2004 curriculum 3 credits)

Alexander Dolin

Year: 2011
Semester: Spring
Meeting-time/day: (Mon, Wed) 10:30-11:45
Office: A3-5
Office Hours:
E-mail: alexanderdolin@aiu.ac.jp
Website:

Course Description:

The course Great Spiritual Teachings of Asia and Japanese Culture is designed to familiarize the students with the major trends in Comparative Cultural Studies, giving a broad panoramic view of the great spiritual teachings of Asia from ancient times to the XX1 c. with focus on East Asia. Problems of anthropology, sociology, religion, ethics and aesthetics are incorporated into the course which allows students to develop a deeper understanding of history and various cultural phenomena. Special accent is placed on intercultural communication, conflicts of cultures, religious clashes and major globalization trends, which in turn facilitates rational comprehension of the changing world.

Objectives:

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

Expected Academic Background:

EAP 3

Textbook:

A. Dolin - PowerPoint Lectures on the AIMS

Reference Books/Other Study Materials:

Special videotapes and DVD

Assessment:

Homework assignments 100 points 25 %
Participation in discussions 100 points 25 %

Final examination 200 points 50 %
Total number of points 400

Class Schedule:

Week 1:

. Definitions and Concepts of Culture in Works by Western scholars. - Cultural Relativism – Human Evolution and Adaptation - Genetics, Races and Nations - Diffusion of Culture.
Excerpt from a film on Human Evolution

Major concepts of Culture – Urban and Non-urban Culture -
Transmission and Evolution of Culture–
Evaluative Grading of Cultures – Culture and Civilization.

Week 2:

Language and Society – Foreign Languages and Translation –
Nationalist Trends in Politics and Languages – Languages of
Culture – Creative Mind in the Arts.

Family, Kinship and Formation of Communities – Emergence of
Social Structures and Regulations – Formations of Classes, Casts
and other Social Groups – Emergence of Ideology and Law.

Week 3:

Polytheistic religions – Worshipping of Elements, Forces of Nature,
Stars and Planets. – Animism and Totemism – Ancestor Worship -
Polytheism and Monotheism - Occultism and Magic – Japanese
Shinto as a Polytheistic Cult.

Week 4:

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

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

Week 5:

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

The Legacy of Christianity – Historical Background - Major Dogmas – Christianity and

the World.

Week 6:

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

Week 7:

Religions in Indian Society - Hinduism and Indian Culture –
General Nature of Hindu Beliefs – Hindu Mythology and Pantheon-
Veda and Brahmanism – Vedic Heritage and Upanishada Philosophy –
Major Literary and Philosophic Monuments (Mahabharata and Ramayana) -.
Sacred Places – Festivals and Rites.
Indian Philosophy and Life - Ahimsa (no harm) Concept –
Transmigration, Rebirth and Karma Concepts – The Ashrama (four stages
of life) Concept – Major Cults and Religious Orders – Bhakti Mysticism –
Hinduism and Art. – Krishnaism and Western Culture – Hinduism and Islam.
-Tantric Traditions and Esoteric Texts – Tantric Rituals – Emergence of Yoga– Yoga in
the West – Totalitarian Cults and Modern World.

Week 8:

Advent of Buddhism – The Meaning of Buddhist Doctrine – The Four
Noble Truths – The Eightfold Path – Concept of Karma in Buddhism –
Suffering, Impermanence and No-self – Concept of Enlightenment -
Concept of Nirvana. – Buddhism and Spiritual Life – Ways of
Self-perfection - Buddhism and the Arts.
Mahayana Buddhism – The Bodhisattva Ideal – The Three Buddha
Bodies - Basic Teachings and Sacred Texts – Hinayana Buddhism – The Arhat Ideal -
Basic Teachings and Sacred Texts - Major Trends
in Esoteric Buddhism – Buddhism in India, South-East Asia,,
China, Tibet and Japan – Buddhism and Indigenous Polytheist Religions -
Buddhism and Modern Society.

Week 9:

Chinese Culture in the World History – Imperial Centre and the
Countries of East Asia – Religious Syncretism – Concepts of
Stability and Flexibility – Ethic and Aesthetic Ideals – The Silk Road and
Transmission of Culture - China and the West: Past and Present.
Excerpt from a film “ Cultural Legacy of China ”

Week 10:

Basic Concepts of Taoism – Heaven -Man-Earth - The Wu wei
(non-interference) Principle - Identity of Life and Death.
Following the Way - Forces of Nature and The Five Elements –
The Book of Changes - Taoism and Science – Taoism and Medicine –

Taoist Yoga, Chi-gong and Martial Arts – Taoism and Buddhism.
Excerpt from a film on ancient Kung-fu Traditions

18. Taoist and Buddhist Concepts in Chinese Arts – Transmittance and Accumulation of Culture – Tradition and Progress – Learning and Creativity – Masters and their Schools.
Excerpt from a film on Chinese Art

Week 11:

Confucianism as a System of Life – Humanism (jen) as the Basic Principle – The Role of Cultural Heritage – Compilation of Five Classics and their Functions in the Teaching – Concepts of Loyalty and Filial Piety – Concept of a Noble-minded Man – Concept of a Righteous Ruler.

Week 12:

Concept of Social Harmony and Peaceful Administration in Confucianism-Analects (Lun-yui) by Confucius – Confucianism in China as a Pillar of Social Life – Confucianism and Neo-Confucianism in Japan – Ideals of Bushido – Confucian Ethics Today.

Week 13:

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

Week 14:

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

Week 15:

Final Examination.

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

Tetsuya Toyoda

Year: 2011
Semester: Spring
Meeting-time/day: Mondays and Wednesdays
15:30-16:50
Office: C3-5
Office Hours: Wednesdays 9:00-12:00
E-mail: toyoda@aiu.ac.jp
Website:

Course Description:

This course is to study the 1889 Constitution and the 1946 Constitution. They are, as is any other constitution, deeply embedded in historical contexts. Article 9 for "renunciation of war" is the most salient feature of the postwar constitution and one of targets of constitutional revisionism.

Objectives:

This course has two primary goals:

1. Students will acquire basic knowledge of the historical and present features of the Japanese constitutional system.
2. Students will be able to present their own opinions on the future of the Constitution.

Expected Academic Background:

None. Elementary knowledge of the Japanese language and history will be useful, but not indispensable. This course can serve students as an introduction to the history of Japanese political systems since the Meiji Restoration.

Textbook:

Course materials will be provided for free.

Assessment:

Mid-term exam 20%
Student lecture 10%
Debate 10%
Participation to 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:

Monday, April 11: Introduction

Wednesday, April 13: The Meiji Constitution in Context

Lawrence W. Beer and John M. Maki, *From Imperial Myth to Democracy*, (2002), pp. 7-32.

Week 2:

April 18 and 20: The Meiji Constitution as a seemingly modern constitution

Kenneth Colegrove, "The Japanese Constitution", *The American Political Science Review*, Vol. 31 (1937), pp. 1027-1049.

Thomas M. Cooley, "On the Promulgation of the Constitution of Japan" and Toyokichi Iyenaga, "Japan's Preparation for the Present Constitution" in the proceedings of the ceremony at John Hopkins University in 1889 (*Constitution of the Empire of Japan*, with the address at a meeting delivered in commemoration of its promulgation in the John Hopkins University).

Week 3:

April 25 and 27: The Emperor under the Meiji Constitution

Kenneth Colegrove, "The Japanese Emperor", *The American Political Science Review*, Vol. 26 (1932), pp. 642-659 and 828-845.

Week 4:

May 9 and 11: Parliamentary Government under the Meiji Constitution

Kenneth Colegrove, "Parliamentary Government in Japan", *The American Political Science Review*, Vol. 21 (1927), pp. 835-852; Kenneth Colegrove, "The Japanese Cabinet", *The American Political Science Review*, Vol. 30 (1936), pp. 903-923.

Week 5:

May 16 and 18: The Imperial Diet

Kenneth Colegrove, "Powers and Functions of the Japanese Diet", *The American Political Science Review*, Vol. 27 (1933), pp. 885-898 and Vol. 28 (1934), pp. 23-39.

Week 6:

May 23 and 25: Mid-term exam and review

Week 7:

May 30 and June 1: The "Unconditional" Surrender and the new constitution

Beer and Maki, *From Imperial Myth to Democracy*, (2002), pp. 53-93.

Week 8:

June 6 and 8: American view on the new Constitution

Charles L. Kades, "The American Role in Revising Japan's Imperial Constitution", *Political Science Quarterly*, vol. 104 (1989), 215-247.

Week 9:

June 13 and 15: Views from the Japanese side

Shoichi Koseki, *The Birth of Japan's Postwar Constitution*, 1997, pp. 68-137.

Week 10:

June 20 and 22: The features of the postwar Constitution

John M. Maki, "The Constitution of Japan: Pacifism, Popular Sovereignty, and Fundamental Human Rights" and James E. Auer, "Article Nine of Japan's Constitution" in Percy R. Luney et al.(eds.), *Japanese Constitutional Law*, 1993.

Week 11:

June 27 and 29: Human Rights

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

Concluding Observations of the Human Rights Committee on the fifth periodic report submitted by Japan (CCPR/C/JPN/CO/5, in December 2008)

Week 12:

July 3 and 6: How to revise the Constitution?

Reports of the Constitutional Research Committee of the House of Representatives (2005)

Week 13:

July 11 and 13: Debate sessions

Simplified debate games in the British parliamentary debate style

Week 14:

July 20: Concluding remarks and course evaluation

Week 15:

July 25, 15:30-18:30 (or 13:50-16:50) Final Exam

NOTE:

Subject to modification, in function of number of students and any other relevant factors. In some of sessions, students will make presentations on the basis of assigned materials.

SOC250-1 Ideas and Theories in the Social Sciences (2008 curriculum 3 credits)
SOC250-1 Ideas and Theories in the Social Sciences (2004 curriculum 3 credits)

Christian Etzrodt

Year: 2011
Semester: Spring
Meeting-time/day: Mon, Wed 14:00-15:15
Office: A3-3
Office Hours: TBA
E-mail: etzrodtc@aiu.ac.jp
Website:

Course Description:

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

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

Objectives:

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

Expected Academic Background:

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

Textbook:

Harrington, Austin (2005): *Modern Social Theory: An Introduction*. Oxford: Oxford University Press.

Reference Books/Other Study Materials:

- Callinicos, Alex (1999): Social Theory: A Historical Introduction. New York: New York University Press.
- Powers, Charles H. (2004): Making Sense of Social Theory: A Practical Introduction. Lanham: Rowman & Littlefield.
- Roberts, Brian (2006): Micro Social Theory. Houndmills: Palgrave Macmillan.

Assessment:

Students have to make a short presentation (10 minutes). It will be worth 30% of the overall course grade.

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

Finally, students will receive 25% of the final grade or 25 points for attendance. Each time a student is absent from class without an official excuse, he or she will get 1 point less. Students will receive 1 point up to 5 points (5% of the final grade) for each class he or she actively participated.

Class Schedule:**Week 1:**

Introduction: What is Social Theory?

Week 2:

Classical Social Theory, I: Contexts and Beginnings.

Week 3:

Classical Social Theory, II: Karl Marx and Emile Durkheim.

Week 4:

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

Week 5:

Functionalism and its Critics.

Week 6:

Interpretivism and Interactionism.

Week 7:

Historical Social Theory.

Week 8:

Critical Theory.

Week 9:

Psychoanalytic Social Theory.

Week 10:

Structuralism and Post-structuralism.

Week 11:

Structure and Agency.

Week 12:

Feminist Social Theory.

Week 13:

Modernity and Postmodernity: Part I.

Week 14:

Modernity and Postmodernity: Part II.

Week 15:

Reserve

SOC260-1 Principles of Social Policy (2008 curriculum 3 credits)
SOC260-1 Principles of Social Policy (2004 curriculum 3 credits)

Percival Santos

Year: 2011

Semester: Spring

Meeting-time/day: Mondays and Wednesdays 1030-1145

Office: A-3-4

Office Hours: Mondays and Wednesdays 1600-1730

E-mail: santos@aiu.ac.jp

Website:

Course Description:

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

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

The Course will be divided into 3 parts:

Part 1 (weeks 1 to 3) will look at some general principles and concepts of Social Policy.

Part 2 (weeks 4 to 6) will seek to apply these principles and concepts to concrete areas such as health, education and criminal justice.

Part 3 (weeks 7 to 12) will focus on controversial contemporary social issues. Students will be exposed to the relevant facts of an issue, as well as opposing sides and their respective arguments. Students will be expected to hypothesize what consequences a 'yes' or 'no' position on a given issue can have on social policy.

Objectives:

Upon completion of this course students will be able to:

(1) understand the range of objectives that may be contained within social policies: redistribution, the management of risk, reducing social exclusion

(2) be able to distinguish between social policies in terms of intentions, methods, and

outcomes

(3) be able to distinguish the ways in which societies meet social need, particularly the role of the state, the market, the household

Textbook:

none

Reference Books/Other Study Materials:

none

Assessment:

Student achievement of the stated course objectives will be measured in the form of:

(1) class presentation

(2) student participation

(3) and a 2,000 word essay on the students' choice of controversial issue (weeks 7-12, or any other issue of the student's choice) to be handed in by exam week.

Policies & Remarks:

Students must attend at least 85% of class lessons

Class Schedule:

Week 1:

What is Social Policy?

Week 2:

Social Policy and Need

Week 3:

Evaluating Policies

Week 4:

Health Policy

Week 5:

Criminal Justice Policy

Week 6:

Higher Education Policy

Week 7:

Does Divorce Have Long-Term Damaging Effects on Children?

Week 8:

Should Same-Sex Marriages be Legally Recognized?

Week 9:

Is Increasing Economic Inequality a Serious Problem?

Week 10:

Is Street Crime More Harmful Than White-Collar Crime?

Week 11:

Should Marijuana Be Legalized?

Week 12:

Does the Threat of Terrorism Warrant the Curtailment of Civil Liberties?

Week 13:

Essay preparation

Week 14:

Essay preparation

Week 15:

Essay preparation

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

Dr. Kuniko ABE

Year: 2011
Semester: Spring
Meeting-time/day: Mon & Wed 14:00-15:15
Office: A4-4
Office Hours: Mon & Tue 15:30-17:00
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 15th 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 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 History of Art*, London and New York: Phaidon, 17th edition, 2007, ISBN 9780714833552 (hardback), ISBN 9780714832470 (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: Acts of academic dishonesty merit a failing grade in the course - Use correct and thorough citations/documentation.

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; Descent from the Cross, Rogier van der Weyden)

Week 2:

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

(VAS: David, Donatello; The Holy trinity, Massacio;The Annunciation, Fra Angelico;The Birth of Venus, Botticelli)

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, Grünewald; Melancholia, Dürer; The Erasmus of Rotterdam; Hans Holbein the Younger)

Week 5:

A Crisis of Art in later 17th-century Europe and the Mannerism: Gombrich Ch.16,17.

(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, Velasquez)

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

*Student Presentations

Week 9:

Neoclassicism in 18th century England and France: Gombrich Ch.24

(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 Abruzzi, Henri Cartier-Bresson; Centre Pompidou, Richard Rogers and Renzo Piano)) - CONCLUSION

Week 15:

FINAL EXAMINATION

ART200-1 Japanese Art History in the World Context (2008 curriculum 3 credits)
ART210-1 Japanese Art History in the World Context (2004 curriculum 3 credits)

Dr. Kuniko ABE

Year: 2011
Semester: Spring
Meeting-time/day: Tue.&Thu.14:00-15:15
Office: A 4-4
Office Hours: Mon.&Tue.15:30-17:00
E-mail: kunikoabe@aiu.ac.jp
Website:

Course Description:

This course is an introduction to the Japanese Art History. Students will take a general survey of the developments in dominant artistic expression, from the Jomon period to the Modern. The Japanese works of art, a part of the world heritage, are rarely approached in a stylistic comparative perspective in the World Context. This course, based on international stylistic evaluation terms, provides the students with the knowledge and understanding of the characteristics of the major art periods/movements and the masterpieces with a universal aesthetic value. The study will be proceeded through the formal analysis, the stylistic analysis and the iconography.

Objectives:

The purpose of this course is first to know the place of the Japanese art in the art of the world, second to know how to appreciate the works of art themselves, and not to study the works merely as the documents of the history and the religion of Japan. This course enables students to have a broad view of style, which is fundamental in recognizing that the Japanese art is not a special and isolated manifestation, despite of the existence of its national styles with its own context, and the Japanese art is more easily understandable, more sympathetic, and more human.

Expected Academic Background:

None. However, a good historical background is needed.

Textbook:

Hidemichi TANAKA, A History of Japanese Art- Style in Japanese art: a comparative perspective, Akita International University Press, 2008

Reference Books/Other Study Materials:

Other materials will be distributed

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: Acts of academic dishonesty merit a failing grade in the course - Use correct and thorough citations/documentation.

Class Schedule:

Week 1:

INTRODUCTION: syllabus overview, discuss course policies and procedures.
Prehistoric Art (Jomon period)

Week 2:

Prehistoric Art (Yayoi and Kofun periods)

Week 3:

'Archaic' Art (Asuka period):
Flowing of Buddhist Art; Earliest Masterpieces of Sculpture

Week 4:

'Classical' Art I (Hakuho period):
Artist as Individual; Four Tenno in the Taimadera Temple; Bronze Buddhas; Wall Paintings of Horyuji; Glory of Hakuho Painting

Week 5:

'Classical' Art II (Tempyo period 1):
Tempyo Sculpture I - Era of Universal art; Horyuji Pagoda Tableaux; Shogun Manpuku and Kofukuji Groups

Week 6:

'Classical Art' II (Tempyo period 2):
Tempyo sculpture II - Florence and Nara; Daibutsu (Great Buddha) of Todaiji;
Tempyo Sculpture III - Twelve Shinsho in the Shin yakushiji; Ganjin and Gyoshin

Week 7:

Mannerism (Heian period):
Painting and Sculpture

Week 8:

Baroque I (Kamakura period):
1) 12th Century Painting; 2) World-Class Sculpture by Kokei, Unkei, and Kaikei; 3)
Sculpture by Jokei and Tankei
*Student Presentations

Week 9:

Baroque II (Kamakura period):

Portraiture; Picture scrolls in the 13th and 14th centuries; Buddhist painting in the 13th and 14th centuries

*Student Presentations

Week 10:

Romanticism (Muromachi period):

1) Landscape Painting; 2) Screen and Painting

*Student Presentations

Week 11:

Japonism I (Momoyama period):

Painting

*Student Presentations

Week 12:

Japonism II (Edo period):

Painting - School of Sotatsu and Korin

*Student Presentations

Week 13:

Japonism III (Edo period):

World of Ukiyo-e

*Student Presentations

Week 14:

Modern Art (Meiji-Showa period):

Meiji and Post-Meiji Art / CONCLUSION

*Student Presentations

Week 15:

FINAL EXAMINATION

HUM140-1 Japanese Traditional Performing Arts (2008 curriculum 3 credits)
JAS140-1 Japanese Traditional Performing Arts (2004 curriculum 3 credits)

Darren Ashmore

Year: 2011
Semester: Spring
Meeting-time/day: Tue, Thu 15:30-16:45
Office: 4-11
Office Hours: 9-11 Mon-Fri
E-mail: lupin3@aiu.ac.jp
Website:

Course Description:

COURSE DESCRIPTION

This introductory course to Japanese traditional performing arts: gagaku/bugaku, noh/kyogen, bunraku, kabuki and folk/festival ceremonies. Trends in contemporary art and dance in Japan will also be presented. Readings include some classical works in the history of the field such as Zeami's treatises on the noh play and some recent monographs concerning some contemporary trends. Historical, literary, aesthetic, as well as spatial patterns and circumstances of each form will be discussed.

This course is designed to help students understand the cultural aspects of a variety of performance traditions and the ways in which each have been informed by the society in which they developed (and persist). Focusing on historical roots and contemporary representations, the course charts the development of Japanese culture through the stage.

Objectives:

COURSE OBJECTIVES

Over the course of the program, student will:

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

Expected Academic Background:

COURSE REQUIREMENTS

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

Textbook:**STUDY MATERIALS:**

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

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

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

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

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

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

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

Assessment:

Assessment will be as follows:

- ONE, between 2,000 and 3,000 words in length, to be submitted no later than the end of week seven (unless approval is sought).
- Midterm Examination: ONE, to take place In Week Three Wednesday (Monday will be designated as free study time and an opportunity to ask any questions).
- Extra Credit Seminar Assignments: There will be a small number of presentation opportunities - in the form of an essay/presentation (no more than 30 mins) on the subject at hand. Note that not everyone will be able to present and those wishing to do so, should volunteer when the opportunity arises.

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 Schedule:

Week 1:

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

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

First Screening – Basic Concepts of Theatre.

Week 2:

Golden Week

Week 3:

Kagura, and Gigaku.

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

Main Question: ‘Ritual and entertainment’: can there be one without the other?

Discuss the transition from the religious to the secular in performing arts.

Readings: to be provided in previous class.

13thth May: Screening. Imperial School of Music Bugaku/Gagaku Troupe

Week 4:

A Theatre of the people.

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

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

Week 5:

Diversification.

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

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

Week 6:

Mid-Term Examination

Focussed on Early Theatre and Shamanistic rituals.

Week 7:

Nogaku.

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

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

Week 8:

Nogaku.

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

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

Week 9:

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

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

Week 10:

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

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

Week 11:

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

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

Week 12:

Ningyou Joururi.

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

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

Week 13:

Ningyou Joururi.

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

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

Week 14:

Contemporary Theatre: Shinpa, Shingeki and Musical Review.

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

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

Week 15:

Shakespeare in Japan.

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

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

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

HUM170-1 Film Studies (2008 curriculum 3 credits)
HUM175-1 Film Studies (2004 curriculum 3 credits)

Darren Ashmore

Year: 2011
Semester: Spring
Meeting-time/day: Wed 14:00-15:15, Fri 12:00-14:45
Office: A4-11
Office Hours: 9-11 Mon-Fri
E-mail: lupin3@aiu.ac.jp
Website:

Course Description:

COURSE DESCRIPTION

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

Objectives:

COURSE OBJECTIVES

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

Expected Academic Background:

No prerequisites

Textbook:

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

Assessment:

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

- (1) Class participation and Discussions (20%)
- (2) Mid Term Examination (30%)
- (3) Research Paper (50%)

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 Schedule:**Week 1:**

Please see attached Syllabus PDF

Week 2:

Please see attached Syllabus PDF

Week 3:

Please see attached Syllabus PDF

Week 4:

Please see attached Syllabus PDF

Week 5:

Please see attached Syllabus PDF

Week 6:

Please see attached Syllabus PDF

Week 7:

Please see attached Syllabus PDF

Week 8:

Please see attached Syllabus PDF

Week 9:

Please see attached Syllabus PDF

Week 10:

Please see attached Syllabus PDF

Week 11:

Please see attached Syllabus PDF

Week 12:

Please see attached Syllabus PDF

Week 13:

Please see attached Syllabus PDF

Week 14:

Please see attached Syllabus PDF

Week 15:

Please see attached Syllabus PDF

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

Darren Ashmore

Year: 2011
Semester: Spring
Meeting-time/day: Tue, Thu 15:30-16:45
Office: 4-11
Office Hours: 9-11 Mon-Fri
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:

No prerequisites

Textbook:

Approved readings will be provided

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%)

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 Schedule:**Week 1:**

Please see attached Syllabus PDF

Week 2:

Please see attached Syllabus PDF

Week 3:

Please see attached Syllabus PDF

Week 4:

Please see attached Syllabus PDF

Week 5:

Please see attached Syllabus PDF

Week 6:

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Week 7:

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Week 8:

Please see attached Syllabus PDF

Week 9:

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Week 10:

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Week 11:

Please see attached Syllabus PDF

Week 12:

Please see attached Syllabus PDF

Week 13:

Please see attached Syllabus PDF

Week 14:

Please see attached Syllabus PDF

Week 15:

Please see attached Syllabus PDF

MUS150-1 History of Music (2008 curriculum 3 credits)
ART160-1 History of Music (2004 curriculum 3 credits)

Chie Naganuma

Year: 2011
Semester: Spring
Meeting-time/day: Wed. 18:30-20:00 / Fri. 15:30-17:00
Office: C-2-6
Office Hours: Thu. by appointment
E-mail: chie@aiu.ac.jp
Website: TBA

Course Description:

The course is designed to introduce students to American popular music and culture which culminated from 1920s to 1980s. We mainly focus on the genres of which origins are closely associated with African Americans, such as blues, gospel, rock 'n' roll, R&B, soul, funk, disco/techno and rap (hip-hop). The course assists students in recognizing not only musical attributes of these genres, but also the cultural meanings and significance of the music of non-classical origin. For this purpose, we investigate and discuss the relationships between music and contemporary social issues, centering on various key words: racism, representation of race by media, cultural hegemony, authenticity, sexuality, gender, counterculture, politics, and economy. To deepen our understanding we employ various audio and visual materials.

To facilitate our comprehension in classes we also spend time on learning entry-level music theory and forms. Employing popular songs, we learn about structure of a song, instrumentation, rhythms, scales, and chords.

Objectives:

Music shapes our life in various ways. It provides joy, comfort, and catharsis. Music also is ubiquitous and because of its intimacy we seldom distance ourselves from it and rarely reflect on its meanings and functions. Through this course I expect my students to cultivate their critical, analytical minds to understand that music serves as an influential role in identifying with our time and space, culture, gender, race, and social values.

Expected Academic Background:

No prerequisite. All students are welcome to take the class. NO need to be able to read music or to have any music theory knowledge.

Textbook:

Campbell, Michael and James Brody. *Rock and Roll: An Introduction*, Second Edition. New York: Schirmer, 2008.

Reference Books/Other Study Materials:

*Burnim, Mellonee V. and Portia K. Maultsby. *African American Music: An Introduction*. New York: Routledge, 2006.

- * Southern, Eileen. *The Music of Black Americans: A History (Third Edition)*. New York: W. W. Norton & Co., 1997.
- * Smith, Suzanne E. *Dancing in the Street: Motown and the Cultural Politics of Detroit*. Cambridge: Harvard University Press, 1999.
- * Harris, Michael W. *The Rise of Gospel Blues: The Music of Thomas Andrew Dorsey in the Urban Church*. New York: Oxford University Press, 1992.
- * Cone, James H. *The Spirituals and the Blues: An Interpretation*. New York: Orbis Books, 1972.
- * Rose, Tricia. *Black Noise: Rap Music and Black Culture in Contemporary America*. Middletown: Wesleyan University Press, 1994.
- * Wimsatt, William Upski. *Bomb the Suburbs*. New York: Soft Skull Press, 1994.
- * Werner, Craig. *Higher Ground: Stevie Wonder, Aretha Franklin, Curtis Mayfield, and the Rise and Fall of American Soul*. New York: Crown Publishers, 2004.
- * Fuchs, Cynthia, ed. *Spike Lee Interviews*. Jackson: University Press of Mississippi, 2002.
- * Reagon, Bernice Johnson, ed. *We ' ll Understand It Better By and By: Pioneering African American Gospel Composers*. Washington: Smithsonian Institution Press, 1992.

Assessment:

Class sessions comprise lecture, discussion, and audio visual viewings. Students are expected to read an assigned portion of the textbook and/or articles every week and watch 8 different music videos or featured films on their own during the semester.

We will organize Home-Base groups of 3 or 4 students who work together throughout the semester. The group members help each other to deepen their understanding of the course materials and complete weekly worksheet to review previous week ' s materials as a group during the group discussion time.

Student achievement will be measured in terms of student performance in the following five areas:

(1) Weekly Worksheet by Home-Base Group (25%) (In-class activity)

During the group discussion time, each group will be asked to complete a worksheet to review previous week ' s materials. This worksheet is composed of several short essay questions asking important concepts of both music and films covered in class. Group members complete one worksheet together and the grade will be given to a group. Essay questions should be answered in full sentences with good spelling and grammar and within a set time (approx.20 min)

(2) Critical Responses to Films by Email (10%)

After viewing an assigned film in class or on their own, students are asked to send a short critical response to each film by email. This short essay should include a) one or two analytical comments on music, b) one or two analytical comments on cultural or social aspects, c) one or two questions concerning music and culture, and d) any comments on the film. There are total 8 films representing various musical genres.

(3) Quiz (20%) (In-class activity)

Quizzes will be given during class, whenever time allows. The purpose of this quiz is to check your understanding for the current week ' s materials (assigned readings), and thus all questions are simple and basic in either Fill-in-the Blank style of Multiple-Choice format.

(4) 5-page Position Paper (20%)

Each student writes a 5-page position paper responding to an assigned article. The theme will be either “ racial representation and identity ” or “ commodification of the so-called world music ” Both articles examine cultural and economic exploitation of music of non-Japanese origin. Students are expected to propose an arguable statement based on their close analysis of texts and original interpretations.

(5) Home-Base Group Presentation (25%).

Each home-base group chooses a music video(s) relevant to the course materials and analyzes how the video narrates the race, gender, culture, and community through image and sound. Students are required to 1) identify the targeted audience, 2) critically examine why the people and culture in the video are presented in a certain way, and 3) discuss the effect if any narratives created through image are controversial. On the final examination day (July 27), each group gives a presentation based on this paper.

There is no midterm exam. No final exam.

Policies & Remarks:

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.

Class Schedule:

Week 1:

[Apr. 13 & 15]

Lecture/Discussion: 1) African and European Influence and Tradition
2) Rhythm, meter, and tempo

Assigned readings: Chapter 2 Before Rock: An Evolutionary Perspective I (pp. 21-39)

Chapter 1 Rhythm of Rock (pp. 5-9)

Assigned film (1): Stormy Weather (1943) by Andrew L. Stone

Week 2:

[Apr. 20 & 22]

Lecture/Discussion: 1) Blues: The Root of Rock
2) Musical forms

Assigned Reading: Chapter 3 Before Rock: An Evolutionary Perspective II (pp. 40-63)

Chapter 1 Rock Is & Form in Rock (pp. 1-5)

Week 3:

[Apr. 27 & May 6]

Lecture/Discussion: 1) Minstrelsy and Black Musicals

2) Harlem Renaissance & Racial Identity

Assigned film (2): Bamboozled (2000) by Spike Lee

Assigned Reading: Gary Crowds and Dan Georgakas, "Thinking about the Power of Images: An Interview with Spike Lee," from Spike Lee Interviews, pp. 202-17.

Week 4:

[May 11 & 13]

Lecture/Discussion: 1) Rhythm and Blues

2) Instrumentation

Assigned reading: Chapter 4 Rhythm and Blues, 1951-1959 (pp. 65-99)

Chapter 1 The Instrumentation of Rock (pp. 9-13)

Assigned film (3): Say Amen Somebody (1983) by George T. Nierenberg

Or The Green Pastures (1936) by Marc Connelly and William Keighley

Week 5:

[May 18 & 20]

Lecture/Discussion: 1) Black American Religious Sensibilities: Gospel & Spirituals

Assigned reading: TBA

Week 6:

[May 25 & 27]

Lecture/Discussion: 1) Evolution of Rock: Rock n Roll (1950s)

2) Melody and scale

Assigned reading: Chapter 5 Rock and Roll (pp. 100-128)

Chapter 1 Melody in Rock (pp. 13-17)

Assigned film (4): Cadillac Records (2008) by Darnell Martin

Week 7:

[June 1 & 3]

Lecture/Discussion: 1) Blues Influence on Rock: Jimi Hendrix

2) Woodstock Festival: Rock as Counterculture

Assigned reading: Chapter 9 Rock (pp. 205-211)

Chapter 10 San Francisco and the Diversity of Rock (pp. 227-242)

Assigned film (5): The Temptations (1998) by Allan Arkush

Week 8:

[June 8 & 10]

Lecture/Discussion: 1) Motown (Temptations, Jackson 5, Stevie Wonder & Supremes)
2) Mode & chord

Assigned reading: Chapter 8 Black Music in the Sixties: Motown (pp. 180-186)
Chapter 13 Black Popular Music in the Early Seventies (pp. 290-301)
Assigned film (6): Malcolm X (1992) by Spike Lee

Week 9:

[June 15 & 17]

Lecture/Discussion: 1) Harlem Renaissance
2) Civil Rights Movement & Racial Politics

Assigned reading: TBA

Week 10:

[June 22 & July 24]

Lecture/Discussion: 1) Soul (Stax Records) & Blaxploitation

Assigned reading: Chapter 8 Black Music in the Sixties: Soul (pp.187-198)
Chapter 13 Black Popular Music in the Early Seventies (pp. 302-307)
Assigned film (7): Shaft (1971) by Gordon Parks

Week 11:

[June 29 & July 1]

Lecture/Discussion: 1) Funk and Disco (Sly, Earth, Wind & Fire & Donna Summer)

Assigned reading: Chapter 10 Funk and Fun (pp. 242-248)
Chapter 15 Reggae, Funk, and Disco (pp. 345-356)
Position Paper Draft Due: June 29

Week 12:

[July 6 & 8]

Lecture/Discussion: 1) Latin Music & Dance

Assigned reading: Chapter 15 Reggae, Funk, and Disco (pp.337-345)

Week 13:

[July 13 & 15]

Lecture/Discussion: 1) Black Pop & MTV in 80s (Michael Jackson & Prince)

Assigned reading: Chapter 18 The New Sound of Pop in the Eighties (pp. 399-421)
Assigned Film (8): Hustle & Flow (2005) by Craig Brewer
Position Paper Due: July 13

Week 14:

[July 20 & 22]

Lecture/Discussion: 1) Rap & Hip-hop Culture

Assigned reading: Chapter 17 Electronica and Rap (pp. 374-398)

Week 15:

[July 27]

Music Video Analysis Presentation

MUS202-1 Music Practice (Gospel Choir) (2008 curriculum 1 credits)
MUS202-1 Music Practice (Gospel Choir) (2004 curriculum 1 credits)

Chie Naganuma

Year: 2011
Semester: Spring
Meeting-time/day: Thu 18:30-20:30
Office: C-2-6
Office Hours: Thu by appointment
E-mail: chie@aiu.ac.jp
Website: TBA

Course Description:

The course provides students with an opportunity to experience black gospel music. Repertoire includes traditional and contemporary gospel music, spirituals, and anthems. Students are expected to learn both musical aesthetics unique to this genre of non-classical origin (e.g., vocal technique, diction, body movements, stage presentation, rhythmic and melodic attributes, song structure, and basic repertoire) and the social and historical aspects of gospel culture (e.g., its racial and religious backgrounds and issues raised by secularization and commercialization). For this purpose, short readings and visual materials will be introduced to class. A concert accompanied by a full band will highlight this rare experience at the end of the semester.

Objectives:

First, I encourage each student to feel the spirit of this uplifting music and to enjoy sharing beats and melodies with friends “creating a sense of community.” Music is a great medium to express one’s inner self. As students acquire musical and linguistic skills through repetitive participation in the rehearsals, they become more confident to express themselves through music and start learning how to communicate with audience through their performance. Second, so-called “black culture” – represented by the music, fashion, and dance, of which origins are deeply rooted in African Americans – has been adapted and enjoyed by many Japanese for the past decades. Since African Diaspora is little relevant to Japanese history, many of us are unfamiliar with its complex historical and racial issues, which sometimes leads us to misrepresentation and misunderstanding of their cultures. Students are expected to cultivate a relativistic approach to “otherness” and to reflect how to appreciate and represent culture originated in outside of Japan.

Expected Academic Background:

No prerequisite. All students, who are able to sing in tune, are welcome to take the class. NO need to be able to read music or to have any music theory knowledge.

Textbook:

Lyric sheets and/or scores will be provided at the beginning of the semester.

Reference Books/Other Study Materials:

- * Southern, Eileen. *The Music of Black Americans: A History* (Third Edition). New York: W. W. Norton & Co., 1997.
- * Harris, Michael W. *The Rise of Gospel Blues: The Music of Thomas Andrew Dorsey in the Urban Church*. New York: Oxford University Press, 1992.
- * Cone, James H. *The Spirituals and the Blues: An Interpretation*. New York: Orbis Books, 1972.

Assessment:

Class sessions comprise rehearsals and occasional film viewings and discussions. One-hour sectional rehearsals will be conducted by the director or appointed section leaders outside of class every other week.

ATTENDANCE AND GRADING POLICIES

- Grading is determined based upon attendance, punctuality, preparation, participation, contribution, commitment, and improvement, all of which can only be assessed in class.
- Attendance at all rehearsals and concerts is required of choir personnel.
- Unauthorized absences from dress rehearsals are not permitted and may result in dismissal from the choir and a failing grade.
- Students are allowed two unexcused absences over the course of the semester. There will be no excused absences with the exception of a university-sanctioned event, a death or emergency within the family, or a written confirmation of a medical emergency or hospitalization. Absences effect grading as follows:

Number of absences: Highest grade possible when combined with other grading rubrics:

0-2 A

3 B

4 C

5 D

6+ No Credit

Class Schedule:**Week 1:**

Regular Rehearsals: April 14 ~ July 14 (Thursdays)

Dress Rehearsal: July 21 (Thursday)

Semester Ending Concert: July 22 (Friday)

NOTE:

*We will have a few more short performance opportunities other than the main concert. The complete performance schedule will be announced when it is available.

*2-day gospel workshop will be held one of the weekends in May.

PHI150-1 Western Philosophy (2008 curriculum 3 credits)
PHI170-1 Western Philosophy (2004 curriculum 3 credits)

Dr. Don Nilson

Year: 2011
Semester: Spring
Meeting-time/day: Tues. / Thurs. 10:30-11:45 A.M.
Office: A-4-12
Office Hours: Mon. / Wed. 1:30 – 3:00 P.M.
E-mail: nilson@aiu.ac.jp
Website:

Course Description:

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

Objectives:

Course objectives :

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

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

- You will come to see how the continued study of philosophy can enrich your understanding of Western culture and various aspects of it, such as literature, art, science, politics and religion. Students of Western philosophy often say that this study has allowed them to better understand and appreciate Western culture.

For example, study of American pragmatism may help you to better understand the emphasis on individual opinion and expression and the ways ideas are tested through social practices within North American culture.

Special note : This course is recommended to all Global Studies and Global Business majors who hope to gain the broad cultural background assumed to be part of all undergraduate study at universities like AIU, which place emphasis on the liberal arts & sciences. It is also recommended to all students because gaining such knowledge enriches one ' s life.

Expected Academic Background:

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

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

Textbook:

There is no required textbook for this course.

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

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

Reference Books/Other Study Materials:

Additional Study Materials Provided (Library & Elsewhere)

1. Special video materials.

Reference books and websites enlisted for a wide range of topics.

World outline maps and other maps.

Basic online resources : essays, time-lines, regional maps, etc.

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

3. We will view and discuss some films or video material. We will also use some audio recordings of philosophers speaking about such recent topics as: psychology, body and mind, or existentialism. You will transcribe selections from these recordings in order to

develop your skills in listening to spoken text in philosophy. You will have help and advice in doing this.

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

Assessment:

(Evaluation and Grading)

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

1) Exams: There will be a mid-semester exam and a final exam consisting of multiple choice, short-answer and short essay questions. The mid-term exam counts as 20% of the final grade, and the final exam counts for 20%, but may count more if you do especially well on the final exam. Fundamentally, the final exam will function to allow you to improve your final grade .

2) Papers : Students will write two short, critically and logically structured papers. Detailed instructions will be provided separately. Papers will count 15% each and papers must be turned in on time.

3) Homework, Class Participation and Presentations: You are expected to do all readings on time and all assigned homework on time . You are expected to fully participate in class and to be prepared for each class and especially for in-class discussions or presentations that you will do. Together these parts of the course will count for 30% of your grade.

Policies & Remarks:

Policies

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

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

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

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

Format and Activities

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

Students will be required to read and use the reference materials provided in class or on the AIMS / Moodle-based web site.

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

Class Schedule:

Week 1:

Please see attached syllabus for each week.

MAT250-1 Calculus (2008 curriculum 3 credits)

MAT250-1 Calculus (2004 curriculum 3 credits)

Marcin SCHROEDER

Year: 2011

Semester: Spring

Meeting-time/day: M, W 15:30-16:45

Office: A-3-7

Office Hours: M, W 14:00-15:30

E-mail: mjs@aiu.ac.jp

Website:

Course Description:

The course is introducing students into fundamental methods in the differential calculus and rudiments of integral calculus of real-valued functions of the single real variable. This limited framework allows for some necessary mathematical rigor in exposition, without decreasing accessibility of the course to students who have never studied calculus. The emphasis is on understanding basic concepts used in the analysis of functions in one variable, such as the limit of a function, continuity and the operations of differentiation and integration. At the same time, students are introduced into the methods of mathematical thinking. For the majority of students, it is the first opportunity to learn the rules of a mathematical proof and of developing of a mathematical theory through successive stages of proving new theorems based on those already proven. However, this aspect of the course is balanced by frequent illustrations of the application of theoretical results to solving problems of practical significance. The knowledge and intellectual skills acquired in this course give students a solid foundation for further study of the analysis of a wider class of functions, either in their continuing education or through individual work based on literature. At the same time, they acquire a useful tool applicable to solving limited, but still a quite extensive range, of problems in their education and professional activities.

Objectives:

In this course students are acquainted with the conceptual framework of calculus at the fundamental level of the analysis of real-valued functions of a single real variable and with all basic methods used in the analysis. The design of the course includes introduction to theorem proving and exposition of the logical relationship of successively introduced concepts and theorems. The philosophy of such design is based on the assumption that the development of mathematical intuition in this domain, which because of its fundamental dependence on the concepts of infinity and infinitesimals, is totally inaccessible to our common sense, must be based on prior understanding of the basic formal elements of the theory. Only after acquiring the basic conceptual framework, in particular, after learning the definition of the limit of a function, students may try to build their own intuitive meaning of the concepts involved, and in the next steps they may avoid going into deep, strictly formal studies of the analysis of very general classes of functions, to acquire working knowledge of the methods used in

applications. Also, students will have the ability to select proper mathematical tools in problem solving. In particular, they will be aware of the limitations imposed by the conditions resulting from the assumptions made in theorems. This last ability is crucial, as its lack is the most typical deficiency of the courses, which sacrifice understanding of the fundamentals for the purpose of the expansion of the range of practical applications of mathematical methods. In addition to acquiring the knowledge of formal rudiments and developing some intuitive understanding of the concepts and methods of calculus developed within the limits of study of real valued functions of a single variable, students develop the basic level of proficiency in carrying on processes of differentiation and integration and in applying these processes to the study of functions in multiple applications. The range of these applications is equivalent to that of a standard introductory course in Calculus. Thus, students should be able to find limits of functions, including limits in infinity, local and absolute extrema of functions, intervals of their monotonicity, areas of regions defined by functions, etc.

Expected Academic Background:

Student should complete MAT 150 College Algebra for at least the C grade.

Textbook:

James Stewart. Single Variable Essential Calculus: Early Transcendentals, Thomson Brooks/Cole, 2007. ISBN: 0-495-10957-6

Reference Books/Other Study Materials:

Following the famous dictum of Einstein, “ Things should be made as simple as possible, but not simpler,” several topics in this course will be presented in a way slightly different from that in the textbook. These modifications will require regular attendance from students. In case of absence students must consult with the instructor or classmates regarding material covered in missed class.. Students interested in expanding their perspectives on the subject of the course, or on mathematics in general, should ask the instructor for advice on additional, optional readings.

Assessment:

25% Homework

25% Midterm Exam

50% Final Examination

Policies & Remarks:

Acts of cheating or other forms academic dishonesty will be dealt with harshly. Attendance in all classes is mandatory, whether it is being checked by instructor, or not. It is student ' s responsibility to submit all assignments by the announced deadlines. Homework assignments are due on the next day of class meetings. The AIU policies on mandatory attendance and on timely submission of homework will be strictly enforced. There is no time to make up lost classes or delayed work on the assignments. Late homework WILL NOT BE ACCEPTED, unless student has a documented reason for the delay. Students with several unexcused absences will be dismissed from the class with

the failing grade.

Class Schedule:

Week 1:

Information about the course; Outline of expected background

1.1 Functions and Their Representations p.1;

1.2 A Catalog of Essential Functions p.10

Week 2:

1.3 The Limit of a Function p.24 [p.33#3,5,7,9,23,39]

1.4 Calculating Limits p.35 [p.43#1,5,7,9,15,17]

Week 3:

1.5 Continuity p.45 [p.54#3,5,11,16,21,31,37]

1.6 Limits Involving Infinity p.56 [p.66#1,5,7,15,23,39,55]

Week 4:

2.1 Derivatives and Rates of Change p.73 [p.80#1,3,9,11,15,17,19,25]

2.2 The Derivative as a Function p.83 [p.91#3,12,19,23,29,33]

Week 5:

2.3 Basic Differentiation Formulas p.94 [p.104#5,9,19,26,29,31]

2.4 The Product and Quotient Rules p.106 [p.111#5,11,17,25,27]

Week 6:

2.5 The Chain Rule p.113 [p.119#5,9,17,21,30]

2.6 Implicit Differentiation p.121 [p.125#1,5,7,11,17,19,43]

2.7 Related Rates p.127 [p.131#3,9,13]

Week 7:

2.8 Linear Approximations and Differentials p.133 [p.137#3,11,17,19]

Review

Week 8:

3.2 Inverse Functions and Logarithms p.148 (p.152!)

[p.158#2,15,17,22,46,59,63,71,77]

3.3 Derivatives of Logarithmic and Exponential Functions p.160

[p.166#9,23,33,41,49]

END OF MATERIAL FOR THE MIDTERM EXAMINATION

Week 9:

Midterm Examination

3.7 Indeterminate Forms and L ' Hospital ' s Rule p.187[p.193#13,25,39,40]

Week 10:

4.1 Maximum and Minimum Values p.198 [p.203#2,5,9,11,21,39,47]

4.2 The Mean Value Theorem p. 205 [p.210#1,5,7,11,17,19,25]

Week 11:

4.3 Derivatives and the Shapes of Graphs p.211 [p.218#7,9,11,17,29,41]

4.4 Curve Sketching p.220 [p.225#5,9,17,39,43,50]

Week 12:

4.5 Optimization Problems p.226 [p.232#9,11,13,18]

4.7 Antiderivatives p.241 [p.246#7,13,15,25,31,33]

Week 13:

5.1 Areas and Distances p.251 [p.260#2,5,15]

5.2 The Definite Integral p.262 [p.272#1,7,9,11,21,39,41]

Week 14:

5.3 Evaluating Definite Integral p.275 NO HOMEWORK

5.4 The Fundamental Theorem of Calculus p.284 NO HOMEWORK

Week 15:

Final Examination

IGS200-1 Introduction to Global Studies (2008 curriculum 3 credits)
IST130-1 Introduction to Global Studies (2004 curriculum 3 credits)

C. Kenneth QUINONES, Wo-lap LAM, Tetsuya TOYODA, Naoya YAMAZAKI

Year: 2011

Semester: Spring

Meeting-time/day: TR 14:00-15:15

Office: C3-2 (Quinones)
C3-4 (Lam)
C3-5 (Toyoda)
C3-9 (Yamazaki)

Office Hours: To be announced by each faculty member

E-mail: ckquinones@aiu.ac.jp (Quinones)
willy@aiu.ac.jp (Lam)
toyoda@aiu.ac.jp (Toyoda)
yama708@aiu.ac.jp (Yamazaki)

Website:

Course Description:

This is a required Basic Education course. The concepts of “ globalization ” and “ globalism ” have become an increasingly popular term to describe a wide variety of world-wide trends. A team of instructors will introduce the class in a series of lectures to the various meaning of “ globalization ” and “ globalism ” .

Objectives:

Class participants will learn the meaning of “ globalization ” and the basic concepts and vocabulary associated with this phenomenon as viewed from different academic disciplines (history, economics, law, political science and sociology). Students will acquire a fundamental understanding of the historical origins of “ globalization ” , and core themes in the concept ’ s application to different areas of the world and academic disciplines.

Expected Academic Background:

None

Textbook:

Mineo Nakajima, Kokusai Kankeiron: Doujidaishi eno Rashinban (International Relations: A compass for Contemporary History). Tokyo: Chuko Shinsho. 2001 (15th edition).
Other materials will be distributed by each faculty.

Assessment:

Quiz by Lam 25 %

Quiz by Quinones 25 %

Quiz by Yamazaki 25 %

Quiz by Toyoda 25 %

Class Schedule:

Week 1:

(T) Introductory Lecture by President Nakajima

(R) Huntington. "The Clash of Civilizations?": Introduction [Yamazaki]

Week 2:

(T) Huntington. "The Clash of Civilizations?": Sec. 1-Sec. 3 [Yamazaki]

(R) Huntington. "The Clash of Civilizations?": Sec. 4-Sec. 6 [Yamazaki]

Week 3:

(T) Huntington. "The Clash of Civilizations?": Sec. 7-Sec. 9 [Yamazaki]

(R) Ajami. "The Summoning." [Yamazaki]

Week 4:

(T) National Holiday (No Class)

(R) National Holiday (No Class)

Week 5:

(T) Bartley. "The Case for Optimism." [Yamazaki]

(R) Quiz by Yamazaki

Week 6:

(T) How to study global studies? [Quinones]

(R) What is Global Studies? [Quinones]

Week 7:

(T) What are Liberal Arts? [Quinones]

(R) What does "Curriculum" mean? [Quinones]

Week 8:

(T) Will "Liberal Arts" get me a job? [Quinones]

(R) Review [Quinones]

Week 9:

(T) Quiz by Quinones

(R) Sergio Dellavalle, "Beyond Particularism: Remarks on Some Recent Approaches to the Idea of a Universal Political and Legal Order (review article)" (2010) 21 (3) European Journal of International Law, pp. 765-788. Abstract and Introduction (765-68) [Toyoda]

Week 10:

(T)(R) Dellavalle's review article, Section I [The Inadequacy of Particularism at the Dawn of the 21st Century] (768-73) [Toyoda]

Week 11:

(T)(R) Dellavalle's review article, Section 2 [Which Universalism for the Future?] (773-86)
[Toyoda]

Week 12:

(T) Dellavalle's review article Section 3 [Analogies and Differences on the Way to a New Understanding of Universalism] (786-87) [Toyoda]

(R) Quiz by Toyoda

Week 13:

(T) Global economic landscape after the financial crisis [Lam]

(R) Bigger role for developing states in world financial architecture [Lam]

Week 14:

(T) Changing fortunes of the BRICs economies [Lam]

(R) The Chinese, Indian and Russian models of development [Lam]

Week 15:

(T) China's contribution to globalization [Lam]

(R) Japan's contribution to globalization [Lam]

(T) Quiz by Lam (July 26th)

INT210-1 International Relations I (2008 curriculum 3 credits)
IST210-1 International Relations (2004 curriculum 3 credits)

Yoshihiko Nakamoto

Year: 2011
Semester: Spring
Meeting-time/day: M 14:25-16:55
Office: Part-time Faculty Office (E-bldg.)
Office Hours: By appointment
E-mail: nakamoto@aiu.ac.jp
Website:

Course Description:

This course considers the factors that determine continuity and change in the international system. Emphasis will be on periods of conflict and change in the international milieu, with case studies ranging from the Peloponnesian War to the contemporary post-Cold War system. Is it true that international relations remain resistant to fundamental change, as “realists” argue? Or can we observe a progressive change in the evolution of relations among states, as “liberals” contend?

Objectives:

The aim of this course is to introduce students to the complexities of international politics by giving them a good grounding in the traditional realist theory before turning to liberal approaches that became more prominent after the Cold War. I try to present difficult concepts in clear language with historical examples so students will gain a practical understanding of the basic vocabulary of international politics.

Textbook:

Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*, Eighth Edition (New York: Longman, 2010).

Assessment:

- Informed class participation and discussion – 20%
- Mid-term examination – 30%
- Final examination – 30%

Class Schedule:

Week 1:

Is There an Enduring Logic of Conflict in World Politics?

Week 2:

Is There an Enduring Logic of Conflict in World Politics?

Week 3:

Origins of the Great 20th Century Conflicts

Week 4:

Origins of the Great 20th Century Conflicts

Week 5:

Balance of Power and World War I

Week 6:

Balance of Power and World War I

Week 7:

The Failure of Collective Security and World War II

Week 8:

The Failure of Collective Security and World War II

Week 9:

The Cold War

Week 10:

The Cold War

Week 11:

Intervention, Institutions and Regional and Ethnic Conflicts

Week 12:

Intervention, Institutions and Regional and Ethnic Conflicts

Week 13:

Globalization and Interdependence

Week 14:

The Information Revolution, Transnational Actors, and the Diffusion of Power

Week 15:

A New World Order?

INT230-1 International Cooperation and Development I (2008 curriculum 3 credits)
IST230-1 International Development Studies (2004 curriculum 3 credits)

Koichi MORIZONO

Year: 2011
Semester: Spring
Meeting-time/day: M, W 14:00-15:15
Office: A3-2
Office Hours: M, W 16:00-18:00
E-mail: morizono@aiu.ac.jp
Website:

Course Description:

This is an introductory course of international development studies and development cooperation. It is designed to provide students with basic but broad knowledge and analytical skills to understand the current state of developing countries, examine their development issues and problems, and contemplate possible policy measures and approaches. It will begin with examining of their general development status, together with learning of the basic development indicators. This will be followed by poverty analysis and an overview of other common issues and challenges of developing countries. Development and growth theories and hypotheses will also be touched on. It then proceeds to discussions on key issues of development. While the approaches of economics are used in many parts of analysis and discussion, the social dimensions will also be looked into. Through this course, students will get acquainted with key issues and problems of developing countries and learn how to approach them for solution. This course will also help students identify areas of interest for their further study of development.

Objectives:

Through the course, students are expected to: (i) get acquainted with unique characteristics of the current state of developing countries and their development issues and challenges; (ii) acquire the basic but broad knowledge and analytical skills to examine development issues and problems of developing countries; and (iii) strengthen student 's capability of logical thinking on socio-economic phenomena in general and development process in particular.

Expected Academic Background:

None in particular.

Textbook:

No particular textbook will be used but the first one of the reference books listed below will quite often used. For each class, the handouts prepared by the instructor will be provided.

Reference Books/Other Study Materials:

All books will be available (reserved) at the library and all others also available at websites. All these information will be provided by Instructor in class.

- * Todaro, Michael P. Economic Development 10th Edition, 2009
- * Meier, Gerald M. Leading Issues in Economic Development 8th Edition, 2005
- * Szirmai, Adam. The Dynamics of Socio-economic Development, Cambridge, 1997
- * Willis, Katie. Theories and Practices of Development, Routledge, 2005
- * de Beer, Frik and Swanepoel, Hennie. Introduction to Development Studies, Oxford, 2001
- * Haynes, Jeffrey. Development Studies, Polity Press. 2008
- * Desai, Vandana and Potter, Robert. The Companion to Development Studies ” , Arnold, 2002
- * Kingsbury, D; Remenyi, Joe; Mckay, John. Key Issues in Development, Palgrave, 2004
- * Handelman, Howard. The Challenge of third World, 4th Ed., Pearson, 2005,
- * Sen, Amartya. Development as Freedom, Anchor Books, 2000
- * Collier, Paul. The Bottom Billion, Oxford, 2007
- * Sachs, Jeffrey. The End of Poverty, Penguin, 2006
- * Allen, Tim and Thomas, Alan. Poverty and Development, Oxford, 2004
- * Atlas of Global Development 2nd Edition, World Bank, 2009
- * Other readings and information available at Web sites: World Bank, UNDP, OECD/DAC, ADB, etc (List of useful Web sites will be given in class)

Assessment:

Student performance will be assessed and graded in the following (weights):

- (1) Final Exam 30%
- (2) Quizzes (mostly multiple choice), collectively 30%
- (3) Homework and Class Presentation 30%
- (4) Class Participation 10%

Note 1: Above weights may change after announcement.

Note 2: The date and the coverage for each of the quizzes will be informed in fairly advance.

Class Schedule:**Week 1:**

I. Introduction

- 1) Course Introduction: How developing countries look like?
- 2) What is “ Development ”

Week 2:

- 3) How can we see better-off?
- 4) Measurement of Development and Comparison

Week 3:

- 5) What is a “ developing country ” ?

6) Social Development: Social Indicators and HDI

Week 4:

II. Poverty and Other Common Characteristics of Developing World

- 1) Poverty and Inequality (1): What is poverty?
- 2) Poverty and Inequality (2): Inequality in Income Distribution

Week 5:

- 3) Other Common Characteristics: Economic Dimension

Week 6:

- 4) Other Common Characteristics: Social and Cultural Dimensions

Week 7:

- 5) Case Studies

Week 8:

III. Development Strategies and Approaches

- 1) Classical Approaches
- 2) Capitalism and Interventionism

Week 9:

- 3) Neo-Liberalism and Marxism
- 4) Neo-Populism

Week 10:

- 5) Post-development
- 6) Today ' s controversies and New Approaches

Week 11:

IV. Key Development Issues

- 1) Population and Development
- 2) Other population-related Issues

Week 12:

- 3) Education and Other Human Resource-related Issues
- 4) Health and Development

Week 13:

- 5) Environment and Development
- 6) Direct Investment, Foreign Borrowing, and Foreign Aid

Week 14:

- 7) Millennium Development Goals and New Challenges

8) Overview

Week 15:

Final Examination

NOTE:

Class sessions have a lecture- cum- discussion format. Each class normally starts with lectures on the topic(s) of the day and then discussion follows, or in lectures, the instructor interacts with students in form of questions and answers for further class discussion. Two types of outside-class assignments are given in class, mandatory and recommended: the former includes necessary readings or work sheets relating to the topic(s) of the day and group work organized for specific subjects with presentation, and the latter is the list of readings for interested students only. Group work is basically for country or sector analysis subject to change depending on the size of class.

INT290-1 Comprehension of International News (2008 curriculum 3 credits)
INT290-1 Comprehension of International News (2004 curriculum 3 credits)

KONISHI, Katsuya

Year: 2011

Semester: Spring

Meeting-time/day: Fri 12:50-15:30

Office: C1-1A

Office Hours:

E-mail:

Website:

Course Description:

It is a cliché that the Japanese in international settings often suffer language handicaps. I believe it is true not because we lack vocabulary or pronunciation skills, but primarily because we tend to gloss over the importance of logic and argumentative practice.

Now we all know that AIU focuses on liberal arts which take its historical roots back to the Renaissance. Part and parcel of the Renaissance knowledge is a study and practice of rhetoric and argumentation. Debate is deeply embedded in this Western tradition of argumentative modes of persuasion, and is taught and practiced extensively at many English-speaking academic institutions.

The course intends to incorporate perspectives from latest international news and practice of argumentative skills and debate. Students are expected to understand a given issue in global context, and present its pros and cons in debating format. You should be acquainted with a set of systematic strategies to think critically and dialectically to develop arguments. By debating and analyzing the both sides of issue, you should be able to appreciate news in depth, and better equipped to form your own opinion.

So, if you want to break off the old mold of Japanese stereotype and join the great tradition of Western civilization, this is the course.

It is especially suited for students interested in careers in business, law, education, media, and/or international public service.

Objectives:

Throughout the course, students are expected to:

- 1) audio-visually understand latest international news, and make a quick summary;
- 2) analyze a given issue, and present its pros and cons;
- 3) learn to muster reasons, and construct a clear-cut, coherent, sequenced arguments supported by evidence and illustrations;
- 4) engage in vigorous classroom debate;
- 5) master elementary skills in "parliamentary and policy debate";
- 6) improve the ability to focus on the substantives and to decipher the peripherals;
- 7) develop the competence to integrate scattered discussions and highlight a core argument.

Expected Academic Background:

none

Textbook:

latest news from CNN, BBC, The New York Times, The Washington Post, The Economist, The Financial Times

Assessment:

Class contribution	50%
Final exam and/or report	50%
A	90-100
B	89-90
C	70-79
D	60-69
F	below 60

Class Schedule:

Week 1:

Introduction -explanation of key terms and vocabulary; purpose and structure of debate; parliamentary and policy debate

Week 2:

"Should we make government bigger or smaller?"

Major advanced democracies suffer fiscal deficits. Yet, the gap between the rich and the poor persists. Should we expect more of governmental interventions to help resolve social and economic woes?

Week 3:

"Should Japan allow more immigrants?"

With ever shrinking population, is Japan better off with its door closed to international migration? Would multi-ethnic Japan an answer to mounting pension deficits and dwindling economic productivity, or is it a security and national identity nightmare?

Week 4:

"Is it true that feminism devalued parenthood?"

Feminism's contribution to the advancement of women's position in contemporary society seems indisputable. Wasn't it, however, at the expense of devaluating parenthood?

Week 5:

"Is the (East) Asian Community possible, and/or desirable?"

Despite some outstanding territorial disputes with China and South Korea, should Japan reach out to seek for an Asian model of the EU?

Week 6:

"Should we fear of China?"

Will increasing assertiveness by China in international economy, military build-up, and diplomatic overtures in Africa lead to instability in the world? Or will it provide an antidote to the American world order?

Week 7:

"Commercialization of sports: should it be encouraged, or discouraged?"

Olympic games cannot continue without official sponsors and American major networks which exert not a few influence on scheduling. Japanese networks commercialize volleyball, swimming, and track and field athletics. Is it a good scenario for the promotion of sports?

Week 8:

"Israeli-Palestinian conflict: who is to blame?"

Has Israel internally colonized Palestine? Do the Palestinians intend to terrorize Israel with the help of outsiders?

Week 9:

"If you were an American, do you vote Democratic, or Republican?"

Based on the mid-term election returns, you are asked to play a candidate role and engage in mock debate.

Week 10:

"The Cove" -an Academy-winning documentary: Are you for or against its message?

It describes annual dolphin hunting operations in a small Japanese village from the oppositional point of view. Should ecology be weighed against local culture? Should economy weighed against conservation?

Week 11:

"Should Japan abolish capital punishment?"

Many advanced democracies have already banned it. Does it have "deterrent effect" on felony? How do you justify continuing false accusations?

Week 12:

"Does WikiLeaks jeopardize or strengthen democracy?"

Massive leaks by the website on commander intelligence from Afghanistan caused an uproar in Washington. On security grounds, Obama administration tries to curb their activities. Is it legitimate? Or are the leaks justifiable?

Week 13:

"Do we need more action on global warming?"

Does "Climategate" -the alleged manipulation of CO2 data- delegitimize anti-global warming efforts? More action on climate change stifle economic growth?

Week 14:

Final debate on latest news topic I

Week 15:

Final debate on latest news topic II

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

Marjo Mitsutomi

Year: 2011
Semester: Spring
Meeting-time/day: 10:30 - 11:45 Monday and Wednesday
Office: C1-3
Office Hours: Monday and Wednesday 9:00am - 11:00am
E-mail: mmitsutomi@aiu.ac.jp
Website:

Course Description:

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

Objectives:

Students will...

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

Expected Academic Background:

LING 180

Textbook:

Class Materials:

Brown, H. D. 2007. Principles of Language Learning and Teaching. New Yor; Pearson and Longman.

(*on reserve in library:

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

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

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

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

Assessment:

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

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

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

Final Course Grade

- 10% in-class discussion
- 20% reading quizzes
- 30% brief papers (BP)
- 30% analytical paper (AP)
- 10% class discussion facilitation

Class Schedule:

Week 1:

Week 1

Introduction to course

Reading (Discuss):

Lightbown & Spada (L&S), Questionnaire on language learning
“ Learning a first language ” (Chapter 1, begin)

Reading packet (RP) TBA

Quiz #1

Week 2:

Week 2

Reading (Discuss):

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

RP, TBA

Quiz #2

Week 3:

Week 3

Reading (Discuss):

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

RP, TBA

Quiz #3

Week 4:

Week 4

Reading (Discuss):

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

RP, TBA

Quiz #4

Week 5:

Week 5

Reading (Discuss):

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

RP, TBA

Quiz #5

Week 6:

Week 6

Reading (Discuss):

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

RP, TBA

Writing:

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

Quiz #6

Week 7:

Week 7

Reading (Discuss):

L&S, " Learner language " (4)

RP, TBA

Quiz #7

Week 8:

Week 8

Reading (Discuss):

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

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

Quiz #8

Week 9:

Week 9

Reading (Discuss):

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

R&T, Chapters 4-7

Quiz #9

Week 10:

Week 10

Reading (Discuss):

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

R&T, Chapters 8-10

Writing:

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

Quiz #10

Week 11:

Week 11

Reading (Discuss):

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

R&T, Chapters 11-12

Quiz #11

Week 12:

Week 12

Reading (Discuss):

R&T, Chapters 13-15

RP, TBA

Quiz #12

Week 13:

Week 13

Reading (Discuss):

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

RP, TBA

Writing:

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

Quiz #13

Week 14:

Week 14

Reading (Discuss):

RP, TBA

Writing:

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

Quiz #14

Week 15:

Week 15

Discuss:
Review of course

Course / Instructor Evaluation

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

Kiyotaka KATO

Year: 2011
Semester: Spring
Meeting-time/day: 9:00-10:40 am on Monday
Office: A4-1
Office Hours: by appointment
E-mail: kkato@aiu.ac.jp
Website:

Course Description:

It is widely recognized that appropriate engagement in exercise and sports reduces the risk of certain diseases in adults and provides positive influence on mental health of those who participate. This course offers exposure to various sports which can be practiced regardless of skills, physical strength, or gender. It offers opportunities to students for continuing the practice of sports throughout life by acquiring basic skills and learning rules. The course expects students improve their physical and mental health.

This course mainly provides students with various team sports activities, such as futsal, slow pitch softball, ultimate and so on. Students can also enjoy building a good team with cooperating with teammates.

Objectives:

The purpose of this course is to offer students opportunities for participating in sports activities promoting their lifetime good health and general wellness. This course will instruct students basic skills and knowledge of the involved team sports. Students must try to improve their skill levels of and to understand basic rules of the activities. Students also need to develop a good team with other team members.

Textbook:

class hand-outs

Assessment:

Class attendance 50%
Participation 20%
Quizzes 30%

Policies & Remarks:

All students must take the quizzes.

Class Schedule:

Week 1:

Course introduction

Warming-up activity (participants must prepare clothing and shoes (indoor) for sports activity.

Meeting place: the Multi-Purpose Hall

Week 2:

Futsal: Kicking and receiving

Meeting place: the Areana at the Central Park of the Akita Prefecture

Week 3:

Futsal: Formation

Meeting place: the Areana at the Central Park of the Akita Prefecture

Week 4:

Futsal: Tournament

Meeting place: the Areana at the Central Park of the Akita Prefecture

Week 5:

Soccer: Games

Meeting place: the Sky dome at the Central Park of the Akita Prefecture

Week 6:

Slow-Pitch softball: Fielding and throwing

Meeting place: the Sky dome at the Central Park of the Akita Prefecture

Week 7:

Slow-Pitch softball: Batting

Meeting place: the Sky dome at the Central Park of the Akita Prefecture

Week 8:

Slow-Pitch softball: Games

Meeting place: the Sky dome at the Central Park of the Akita Prefecture

Week 9:

Badminton: Forehand and backhand stroke

Meeting place: the Areana at the Central Park of the Akita Prefecture

Week 10:

Badminton: Sidearm stroke

Meeting place: the Areana at the Central Park of the Akita Prefecture

Week 11:

Badminton: Doubles tournament

Meeting place: the Areana at the Central Park of the Akita Prefecture

Week 12:

Ultimate: Thorwing and catching a disk

Meeting place: TBA

Week 13:

Ultimate: Formation

Meeting place: TBA

Week 14:

Ultimate: Games

Meeting place: TBA

NOTE:

The schedule may be altered.

Participants must prepare sports shoes for a indoor facility.

HPE130-2 Health & Physical Education Activity III (2008 curriculum 1 credit)
HPE130-2 Health & Physical Education Activity III (2004 curriculum 1 credit)

HEMMI, Yojiro

Year: 2011
Semester: Spring
Meeting-time/day: Monday 12:00-13:40
Office: A2-5
Office Hours: by appointment
E-mail: hemmi@aiu.ac.jp
Website:

Course Description:

This course is mainly influenced by the components of Olympic style boxing training, while other exercises take the form of traditional circuit training. The exercises may involve shadow boxing, skipping, hitting punching-mitts, shuttle-runs, and weight training.

Objectives:

Boxercise is a new and energetic class that incorporates the basics of REAL boxing techniques. Students will be learning effective self-defense skills while toning up muscles, and building strength and cardio endurance, but the class does not involve hitting anyone or being hit. It is therefore a relatively safe activity for all students.

Using machines and free weights (dumbbells and barbells) at the MPH are the best way to start out and allow students to build more muscles, burn more calories, increase metabolic rate and get greater overall benefit. In order to get the best result in the shortest amount of time, students need to engage in more than one exercise – so you can say goodbye to FAT!

Expected Academic Background:

None

Textbook:

None

Reference Books/Other Study Materials:

Every student must bring an extra towel to clean surfaces/inside of gear before and after use with an antibacterial solution. An approved antibacterial solution is provided by the instructor.

Assessment:

Attendance & Class Participation: 50%
Final Paper: 30%

Progress Report: 20%

Policies & Remarks:

100% attendance is expected, though up to 10% of the total number of class meetings may be excused. Only personal family emergencies and medical care are recognized as legitimate excused absences; otherwise, students are expected to attend classes.

1. Medical absences can only be excused with a receipt of payment from a recognized clinic or hospital. Students should NOT request a formal letter of medical explanation (shindansho) from their doctors except in cases of extended illness. If a student cannot get a receipt from a clinic for any reason, he or she must explain this to the instructor at the time of the missed class.

2. Final decisions for accepting excused absences are at the discretion of the instructor.

3. 2 late arrivals = 1 absence. The borderline for what constitutes lateness and absence will be at faculty discretion.

Class Schedule:

Week 1:

Course Introduction, Shadow Boxing, Jabs, Straight, Circuit Training, Stretching

Week 2:

Shadow Boxing, Jabs, Straight, Circuit Training, Stretching

Week 3:

Shadow Boxing, Jabs, Straight, Circuit Training, Stretching

Week 4:

Shadow Boxing, Hooks, Upper-Cuts, Circuit Training, Stretching

Week 5:

Shadow Boxing, Punch-Combinations, Circuit Training, Stretching

Week 6:

Shadow Boxing, Punch-Combinations, Circuit Training, Stretching

Week 7:

Shadow Boxing, Punch-Combinations, Stretching, Weight Lifting

Week 8:

Shadow Boxing, Punch-Combinations, Stretching, Weight Lifting

Week 9:

Shadow Boxing, Punch-Combinations, Stretching, Weight Lifting

Week 10:

Shadow Boxing, Punch-Combinations, Stretching, Weight Lifting

Week 11:

Shadow Boxing, Punch-Combinations, Stretching, Weight Lifting

Week 12:

Shadow Boxing, Punch-Combinations, Stretching, Weight Lifting

Week 13:

Shadow Boxing, Punch-Combinations, Stretching, Weight Lifting

Week 14:

Shadow Boxing, Punch-Combinations, Stretching, Weight Lifting

Week 15:

Final Paper & Progress Report

Shadow Boxing, Punch-Combinations, Stretching, Weight Lifting

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

Kiyotaka KATO

Year: 2011
Semester: Spring
Meeting-time/day: 3:30-4:20pm on Monday
Office: A4-1
Office Hours: by appointment
E-mail: kkato@aiu.ac.jp
Website:

Course Description:

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

Objectives:

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

Textbook:

Class hand-outs

Reference Books/Other Study Materials:

1. Goldstein, J. H. (1989). Sports, Games, and Play. Lawrence Erlbaum Associates, NJ: Hillsdale.
2. Sperber, M. (1990). College Sports Inc. Henry and Holt and Company, NY: New York.
3. Szymanski, S. & Zimbalist, A. (2005). National Pastime, Brooking Institution Press, Washington, D.C.

Assessment:

Writing assignment: 20%
Group resenatation: 25%
Final exam: 55%

Class Schedule:

Week 1:

Course introduction: Analyzing sports through critical perspective

Week 2:

Issues surrounding the sports society I

Week 3:

Issues surrounding the sports society II

Week 4:

Big-time college sports

Week 5:

Doping: Is it evil?

Week 6:

Sports and media

Week 7:

Sports Marketing

Week 8:

Professional sports leagues

Week 9:

Mega Sports events

Week 10:

Koshien: Do you like it?

Week 11:

Ozumo: Is it sports?

Week 12:

Sports and nationalism

Week 13:

Second career of athletes

Week 14:

Final exam

NOTE:

The schedule may be altered.

JAS360-1 Sociological Analysis of Nihonjinron (2008 curriculum 3 credits)
JAS360-1 Sociological Analysis of Nihonjinron (2004 curriculum 3 credits)

Christian Etzrodt

Year: 2011
Semester: Spring
Meeting-time/day: Mon, Wed 15:30-16:45
Office: A3-3
Office Hours: TBA
E-mail: etzrodtc@aiu.ac.jp
Website:

Course Description:

The topic of this course is a comparison of the nihonjinron (theories about the uniqueness of Japanese and Japanese culture) and Western sociological theory. Such a comparison is from a sociological point of view interesting, because the nihonjinron is the only complex of social theories which was developed in a non-Western context. Key concepts of the nihonjinron are taken from the Japanese language completely independent of the 'universal' scientific concepts that have their roots in the Western European tradition. By comparing these theories we are not only challenging our ideas and stereotypes of Japanese culture but also the Western belief that we can explain everything with our ethnocentric Western theories.

The major concepts and theories of the nihonjinron will be introduced and compared with Western sociological theories which discussed similar topics. We will for example talk about the ie-society (family-based society), uchi-soto dichotomy (inside vs. outside), and the amae-concept (happiness in dependent relationships). We will furthermore analyze the historical development of the nihonjinron in the last 100 years.

(PS: This is not a Japan-bashing course. We will discuss the theories of the nihonjinron seriously. To accuse a complex of theories as ideological is not a scientific method, since the critic cannot prove that his or her own judgment is not itself ideological!)

Objectives:

1. To gain familiarity with the major theories of the nihonjinron and the major sociological theories.
2. To develop your ability to move between theories to compare, contrast and critically analyze them.
3. To gain a better understanding of how culture influenced the development of different theoretical traditions.
4. To challenge your taken-for-granted ideas about the world.
5. To practice and strengthen your ability to write about social theory in clear and concise prose.

Expected Academic Background:

Background knowledge in sociology is very helpful.

Textbook:

The reader (available on the AIMS system) includes:

- 青木保 (1990): 「日本文化論」の変容. Tokyo: 中央公論社.

Or alternatively, if you can read German: Aoki, Tamotsu (1996): Der Japandiskurs im historischen Wandel. Zur Kultur und Identität einer Nation. München: Iudicium.

- Befu, Harumi (1989): A Theory of Social Exchange as Applied to Japan, in: Yoshio Sugimoto und Ross Mouer (Eds.), Constructs for Understanding Japan. London/New York: Kegan Paul.
- Davies, Roger J./Ikeno, Osamu (2002): The Japanese Mind. Understanding Contemporary Japanese Culture. Tokyo: Tuttle.
- Kreiner, Josef/Ölschleger, Dieter (1996): Japanese Culture and Society. Models of Interpretation. München: Iudicium.
- Mouer, Ross/Sugimoto, Yoshio (1986): Images of Japanese Society. A Study in the Social Construction of Reality. London/New York: Routledge.
- Nakane, Chie (1970): Japanese Society. Berkeley/Los Angeles: University of California Press.
- Nitobe, Inazo (1969): Bushido. The Soul of Japan. Boston: Tuttle.
- 佐藤嘉一 (2003): 「恩」の構造 契約における非契約的要素の問題 . Ritsumeikan Social Science Review 39: 17-32.

Or alternatively, if you can read German: Sato, Yoshikazu (2003): Eine phänomenologische Untersuchung des Ong (Dankbarkeit), in: Ilja Srubar and Steven Vaitkus (Eds.), Phänomenologie und soziale Wirklichkeit. Entwicklungen und Arbeitsweisen. Opladen: Leske & Budrich.

- 山崎正和 (1987): 柔らかい個人主義の誕生 消費社会の美学. Tokyo: 中央公論社.

Or alternatively, if you can read German: Yamazaki, Masakazu (2002): Die Entstehung des sanften Individualismus. Zur Ästhetik der Konsumgesellschaft. München: Iudicium.

- Yoshino, Kosaku (1992): Cultural Nationalism in Contemporary Japan. A Sociological Inquiry. London/New York: Routledge.

Assessment:

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

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

Finally, students will receive 25% of the final grade or 25 points for attendance. Each time a student is absent from class without an official excuse, he or she will get 1 point less. Students will receive 1 point up to 5 points (5% of the final grade) for each class he or she actively participated.

Class Schedule:**Week 1:**

Introduction: Nihonjinron and Sociological Theory

Week 2:

Pre-Nihonjinron (-1944): Bushidō (NITOBE Inazo)

Week 3:

Fudo (WATSUJI Tetsurō)

Week 4:

Nihonjinron: First Phase (1945-1954), Second Phase (1955-1963), and Third Phase (1964-1976, 1977-1983)

Week 5:

Vertical Organization (NAKANE Chie)

Week 6:

Amae (DOI Takeo)

Week 7:

Ie-Society (MURAKAMI Yasusuke)

Week 8:

Contextualism (HAMAGUCHI Eshun)

Week 9:

Honne to tatemae; uchi to soto; on (SATō Yoshikazu); shōdan ishiki

Week 10:

Nihonjinron: Fourth Phase (1984-)

Week 11:

Explanation of the Nihonjinron

Week 12:

Criticism

Week 13:

Soft Individualism (YAMAZAKI Masakazu)

Week 14:

Zōtō: The Japanese Custom of Gift Giving (Harumi BEFU)

Week 15:

Conflict Model (Yoshio SUGIMOTO)

ECN302-1 Management of Knowledge, Information and Technology (2008 curriculum 3 credits)

ECN302-1 Management of Knowledge, Information and Technology (2004 curriculum 3 credits)

Shingo L. Nishikawa

Year: 2011

Semester: Spring

Meeting-time/day: Tuesday & Thursday

Office: Building A-4-9 (4th floor)

Office Hours: Tues. & Thurs.: 3:30 - 5:00

E-mail: slnishikawa@aiu.ac.jp

Website:

Course Description:

This introductory course in Technology Management is intended for business and non-business majors. You can call this a TECHNOLOGY LITERACY COURSE. It explores how technology has acted as a major pressure on business organizations and government in the last 40 years. We will illustrate by examples why certain, firms/nations with good technology have become global and continues to innovate while other, though blessed with technical talent and cash, failed to become a first tier player in the global scene and are fading.

Typical elements of analysis of firms include:

- Global mindset of the company 's culture and its ability to think of the entire business process of which technology is only one of the key elements
- How quickly a firm can respond to customer 's wish
- Distinctive technological competencies may allow finding why, when and by what means the company established itself on the market. How did those competencies emerge? What role did they play in competitive positioning of the company
- R&D profile and expenditure; in which domains is the company a leader or a follower; is the company in basic research?
- Management of patents, licenses, technology acquisition and off-shoring
- Manufacturing or other process technologies; examples of manufacturing methods and process technologies developed or applied in the company may be used to illustrate how technology strategy has been implemented, and how did it influence business position of the company.

Objectives:

After completing this course you will understand how technology -- with new innovations every minute, quick obsolescence of what is available today, information overload on everyone, and unlimited access to Internet—exerts enormous pressure on corporations, non-profit organizations, national leaders. You will also learn the interplay between technology and two other key players which shape the world we live, namely, market and societal values. Market spawns global competition, changing workforce,

rising power of the consumers and society demands social responsibility from corporations, enacts new government regulations, ethical standards, and sets limit of deregulation. These two factors in turn affect the development and deployment process of old and new technology.

Expected Academic Background:

Students are encouraged to have successfully completed courses in algebra, statistics, economics, accounting, and physics or chemistry before taking this course. However, it is not a requirement to enroll. Students will find it advantageous also to have worked part-time or full time and/or completed a course in marketing. Non-business students with interest in technology are welcome.

Textbook:

None

LEARNING MATERIAL: We will use extracts from many sources and need not purchase any books for this course.

The books mentioned above (both English and Japanese versions) are placed in the reserve section of the library; some hard copies will be distributed in class while the rest will be made available as PDF files on AIMS (Akita International Moodle System).

Reference Books/Other Study Materials:

Reference material is subject to change!

Importance of Process Innovation

Y. Sheffi lecture in 2007, Geeks and Chiefs (available from mit.edu.com)

Technology Trends

T. Friedman lectures in 2005 and 2007 (available from mit.edu.com); his book, World is Flat,

Release 3.0, Penguin Books (also available in Japanese from 日経新聞出版社)

Application of Technology in Businesses

Issenberg, S. (2007) The SUSHI Economy: Globalization and the Making of a Modern Delicacy, Gotham Books, (also available in Japanese from 日経新聞出版社)

Herstatt, C., Stockstrom, C., Tschirky, H., Nagahira, A. (2006). Management of Technology and Innovation in Japan. Springer.

Autobiography of Yoshizo Shimano (in Japanese, appeared in Nikkei in 2005)

Organizational Structure and Birth of Innovations

Nonaka, I, Takeuchi H.(1995). The Knowledge-Creating Company. Oxford University

Von Hippel, E. (2005), Democratizing Innovation, The MIT Press.

S. Burger & MIT Industrial Performance Center, (2005), How We Compete, Doubleday; also translated into Japanese :グローバル企業の成功戦略

Chandler, A. D., Jr. (2005). Inventing the Electronic Century. Harvard University Press.

Christensen, C. M. (2003), The Innovator's Dilemma: The Revolutionary Book that Will Change the Way You Do Business.

Assessment:

2 midterms 40%; final 20%; presentations 25%; assignments 15%

Policies & Remarks:

I place extreme importance on attendance because by being in class you learn so much more. Thus, absentism without valid reason can affect your final grade dramatically and even fatally. One valid excuse would be time away for job hunting.

Class sessions will be divided into lectures and presentations/discussions. On lecture days, I (or guest speaker) will review theories and key concepts related to a particular theme. Before the lecture, students are expected to have completed the assigned reading. On student group presentation days, students who are assigned a specific topic and background material (which may include video clips, newspaper articles) and will give a Power Point presentation. Midterm exams are based on lectures and such presentation materials.

Class Schedule:

Week 1:

Why liberal arts students must study process and product technology

I will ask Prof. Kola Olagboyega to demonstrate how we can improve our speaking skill. Public speaking is one of his specialities and Prof. Kola has given a course in the graduate school of Akita National University.

During Week 1 or 2, we will have an extra (optional) session in the evening to get to know each other, I want to find out more about your background and expectations from this course.

Week 2:

Key technology trends, based on T. Friedman 's World is Flat

Week 3:

Key technology trends, based on T. Friedman 's World is Flat

Week 4:

Key technology trends, based on T. Friedman 's World is Flat

Midterm #1

Week 5:

Freezing technology and sushi economy

Week 6:

Freezing technology and sushi economy

Week 7:

Freezing technology and sushi economy

Week 8:

Shimano (called Intel of bicycle industry) and Cold Forging Technology

Week 9:

Shimano (called Intel of bicycle industry) and Cold Forging Technology

Midterm #2

Week 10:

Leading edge users and innovation models by V. Hippel of MIT

Week 11:

Organization and innovation models by I. Nonaka of Hitotsubashi U.

Week 12:

Disruptive technology and innovation models by C. Christensen of Harvard

Week 13:

How top corporations compete by S. Burger of MIT

Week 14:

Project Presentations

Week 15:

Project presentations, review, and Final Exam

NOTE:

As I did in 2010, I will come to the class room 5 minutes early and will tell you in Japanese what the main theme of that day is. Similarly after the class hour is over, I will talk in Japanese for 5 minutes to review key points. You are not required to attend these little sessions. I only want to find out if this arrangement can enhance your learning speed.

ECN315-1 Japanese Finance and Practices under Globalization (2008 curriculum 3 credits)

Hiroshi SAITO

Year: 2011
Semester: Spring
Meeting-time/day: (Fri)14:00-15:15,15:30-16:45
Office: TBA
Office Hours: (Fri)12:00-13:45
E-mail: k3t48j@bma.biglobe.ne.jp
Website: <http://hkysaito.jp/>

Course Description:

Japan's economy during '90s is often referred to "a lost decade." In fact, it was suffering from bad loan, which gave negative impacts on economic activities in Japan. Looking back to the past when Norway and other Scandinavian countries faced the same problem but they came out of it in a relatively short period of time. In this sense, it could be argued why Japan took so long to resolve bad loan issues. This question is quite relevant to the fact that Japan just started to undertake influences from so-called "globalization." This course discusses, particularly from the risk management viewpoint, these Japan's financial debt problems in private sector and how the financial authorities dealt with it, based on the my own experiences of the resolution of LTCB and NCB.

Objectives:

This course gives a wide and deep understanding on bad loan problems occurred in Japan and financial safety-net developed to resolve these issues. Moreover, it offers basic and important points of risk management, which could be useful when, if so wish, you work in a bank and other financial institution, in financial/budgetary section of a private company and in a financial authorities sector.

Expected Academic Background:

There is no academic background required except for your high interest in Japan's financial issues. Your active and positive attitudes and discussions during the course are most welcome.

Textbook:

PPT materials will be shown during the course.

Reference Books/Other Study Materials:

PPT materials will be shown during the course.

Assessment:

A final report will be assigned and your activeness during the course discussions will be

evaluated.

Policies & Remarks:

Your active and positive participation to discussion are most expected.

Class Schedule:

Week 1:

Introduction

Week 2:

What does “ financial service ” mean? – From risk management prospects

Week 3:

Japan ’ s financial reform I – Historical review: ’ 45- ’ 70, ’ 71- ’ 74, ’ 75- ’ 83

Week 4:

Japan ’ s financial reform II – Historical review: ’ 84- ’ 92, ’ 93-current

Week 5:

Japan ’ s Financial reform III – Implications

Week 6:

Bubble phenomena and banks ’ bad loan issues I – Why happened?

Week 7:

Bubble phenomena and banks ’ bad loan issues II – Why burst?

Week 8:

Bubble phenomena and banks ’ bad loan issues III – Bank failure

Week 9:

Financial safety-net under Financial Program I – How to prevent from systemic risk

Week 10:

Financial safety-net under Financial Program II – Bank supervision and Prompt Corrective Action

Week 11:

Resolution of financial failures I – Its framework

Week 12:

Resolution of financial failures II – From LTCB and NCB resolution experiences

Week 13:

Dealing with enterprise turnaround

Week 14:

Learning risk management –Lessons from Daiwa NY incidents

Week 15:

Summing up

NOTE:

Your active and positive participation to discussion are most expected.

ECN329-1 Marketing (2008 curriculum 3 credits)
ECN329-1 Marketing (2004 curriculum 3 credits)

Hiromi Maenaka

Year: 2011
Semester: Spring
Meeting-time/day: 12:30-13:45/Mon & Wed
Office: C3-1
Office Hours: 15:00-16:30/Mon & Wed
E-mail: maenakah@aiu.ac.jp
Website:

Course Description:

Marketing is one of the various management processes employed by companies to create value for customers. The skillful marketer is able to identify or create customer needs, and then work with the various other functions within or outside the company to design and deploy capabilities to satisfy those needs better than competitors can. The major themes of this course are: marketing environment, market research, consumer and business buyer behavior, market segmentation, target marketing, product development, pricing issues, channel strategy, promotional strategies, international marketing, and related topics. We will use cases to help make the process of identification, analysis, and discussion of factors and issues affecting current marketing strategies and practices more 'real world.'

Objectives:

After successful completion of the course, students will be able to:

- Define marketing, marketing management, and core concepts and orientations
- Describe the marketing process and the forces that influence it
- Describe the environmental forces that affect a company's ability to serve its customers
- Explain how changes and trends affect marketing decisions
- Explain the marketing information system and how companies analyze and utilize the information
- Discuss the major factors that influence consumer, business, institutional and government buyers' decisions
- Define segmentation, targeting, and positioning
- Discuss the positioning strategy for maximum competitive advantage and decisions regarding their products and services, product lines, product mixes, and branding
- Explain how to develop new product and services and manage their product life cycles
- Identify and discuss factors that affect pricing decisions and strategies
- Understand the role of marketing logistics and supply chain management
- Explain the tools of the marketing communications mix including advertising, sales promotion, public relations, sales promotion, direct marketing and the personal selling
- Understand and describe competitive marketing strategies
- Discuss economic, political-legal, and cultural environment for international marketing

-Discuss the role of ethics in marketing and the socially responsible marketing

Expected Academic Background:

Introductory courses in business including ECN100 and ECN210.

Textbook:

Philip Kotler & Gary Armstrong (2010) Principles of Marketing, Global Edition, 13th ed., Pearson.

Assessment:

Exam 1: 15%

Exam 2: 15%

Exam 3: 15%

Group Project: 30%

Participation: 25%

Policies & Remarks:

Students are expected to participate in all class sessions. All assignments must be completed to receive a passing grade. Acts of plagiarism or other forms academic dishonesty will be dealt with harshly.

Class Schedule:

Week 1:

Orientation/Introduction to the Course

Week 2:

Defining Marketing and the Marketing Process
Company and Marketing Strategy

Week 3:

Analyzing the Marketing Environment
Managing Marketing Information

Week 4:

Consumer Markets and Consumer Buyer Behavior
Business Markets and Business Buyer Behavior

Week 5:

Exam 1
Segmentation, Targeting, and Positioning

Week 6:

Product, Service, and Branding Strategy

Week 7:

New-Product Development and PLC Strategy

Week 8:

Pricing & Pricing strategy

Week 9:

Marketing Channels: Retailing and Wholesaling

Exam 2

Week 10:

Promotional strategy: Integrated Marketing Communication

Advertising and Public Relations

Week 11:

Personal Selling and Sales Promotion

Week 12:

Direct and Online Marketing

The Global Marketplace: Creating Competitive Advantage

Week 13:

Social Responsibilities and Ethics

Week 14:

Group presentation

Week 15:

Group presentation

Exam 3

NOTE:

The class schedule may be adjusted depending on students' interests and needs.

ECN330-1 Corporate Finance (2008 curriculum 3 credits)
ECN342-1 Corporate Finance (2004 curriculum 3 credits)

YEH Tsung-ming

Year: 2011
Semester: Spring
Meeting-time/day: To be announced
Office: 4F, Building A
Office Hours: To be announced
E-mail: yosomei@aiu.ac.jp
Website:

Course Description:

In the beginning of this course, we will study the functions of business organizations and the financial statements. This part of business knowledge serves as the foundation of all business decisions.

In the second part, we deal with financing issues: what are the financial instruments through which corporations raise capital. In the case of equity financing, the major methods include venture capital, IPO, and seasoned offerings. In the case of debt financing, firms can borrow from banks or issue corporate bonds. We examine these method ' s mechanisms and their impact on the firm value.

In the final part, we discuss investment issues. For example, what are the investment criteria employed by firms? A good criterion must ensure that projects meeting the criterion enhance the firm value. As an application, we examine mergers & acquisitions (M&A) and overseas investment.

Objectives:

The objective of the course is for you to learn the fundamental financial concepts and ideas that are important in the modern business world. At the end of the course, the successful student will be able to explain how these concepts and theories apply, or do not apply or may apply uniquely, to the real world.

Expected Academic Background:

Knowledge of basic finance equivalent to the level of Financial Theories and Applications (ECN 301) is strongly recommended. Students are expected to be familiar with financial statements, cash flow discounting technique, present value, bond pricing, estimation of beba, and CAPM.

Textbook:

Textbook: Fundamentals of Corporate Finance, Brealey/Myers/Marcus, McGraw Hill 6-th. Ed.

Assessment:

Mid-exam: 20%
Final Exam: 20%

Research Project: 20%

Participation/Exercises/Presentations: 40%

Class Schedule:

Week 1:

BUSINESS ORGANIZATION and AGENCY PROBLEM (Ch1)

Week 2:

FINANCIAL STATEMENTS (Ch3)

Week 3:

FINANCIAL MEASUREMENTS (Ch4)

Week 4:

Pro forma FINANCIAL STATEMENTS(Ch18)

Week 5:

FINANCING INSTRUMENTS (Ch14)

Week 6:

STOCK FINANCING (Ch15)

Week 7:

DEBT FINANCING (Ch16)

Week 8:

MID-TERM EXAM

Week 9:

INVESTMENT CRITERIA (Ch8)

Week 10:

Corporate Governance

Week 11:

International Corporate Governance

Week 12:

M&A (Ch21)

Week 13:

Takeover Defense

Week 14:

INTERNATIONAL FINANCIAL INVESTMENT (CH22)

Week 15:

Final Research Presentation

ECN343-1 Japanese Business Culture (2008 curriculum 3 credits)
ECN343-1 Japanese Business Culture (2004 curriculum 3 credits)

Masahiko AGATA

Year: 2011
Semester: Spring
Meeting-time/day: Thu 15:30-18:15
Office: E Building
Office Hours: Thu 15:00-18:30, Fri 9:30- 16:45
E-mail: m-agata@aiu.ac.jp
Website:

Course Description:

- The course aims at enabling students not only to understand a basic framework and norms of work environment when they graduate but also to set a chart for further socio- and economic-studies, through discussions on a wide range of characteristics of business culture in Japan, referring to historical and social backgrounds and comparison with those of other countries, where appropriate.
- Sessions include lectures, in which rich store of episodes and examples are introduced, and frequent group discussions among the students on selected subjects.

Objectives:

After successful completion of the course, students will know:

- The basic framework and norms of work environment when they graduate.
- The contemporary challenges to Japanese business and to individual development, hence they will be able to set a chart for further socio- and economic-studies.

Also, they will become able to:

- Discuss with other nationals about Japanese business culture in a systematic way.

Expected Academic Background:

Basic understanding of Japanese history and micro-economics.

Textbook:

No textbook is used. Instead, lectures are aided by slides and their copies are distributed after each session (day). They, bound together, will make an original textbook.

Reference Books/Other Study Materials:

TBA

Assessment:

Weighted Assessment:

Attendance: 40%

Exam: 40%

Group Discussions: 20%

Assessment criteria for group discussions:

- Evaluated on the basis attendance and contribution to the group discussions. Contribution will be assessed based on activeness in expressing opinions and proactiveness and effectiveness in introducing facts to discussions.

Policies & Remarks:

Attendance will be strictly checked at the beginning of each session. Absence from the class must be notified to the instructor prior to the class.

Class Schedule:

Week 1:

[April 28]

Introduction (Lecturer & Course)

What is business?

General Background of Business Culture

Week 2:

[May 5*] *Subject to be moved to another day.

Determinants of Business Culture – Companies ' Internal Factors (1)

Week 3:

[May 12]

Determinants of Business Culture – Companies ' Internal Factors (2)

Week 4:

[May 19]

Determinants of Business Culture – External Factors (1)

Week 5:

[May 26]

Determinants of Business Culture – External Factors (2)

Week 6:

[June 2]

Historic Evolutions of Environments (1)

Week 7:

[June 9]

Historic Evolutions of Environments (2)

Week 8:

[June 16]

Japanese Standard and Global Standard – Japanese Standard (1)

Week 9:

[June 23]

Japanese Standard and Global Standard – Japanese Standard (2)

Week 10:

[June 30]

Japanese Standard and Global Standard – Global Standard

Week 11:

[July 7]

Group Work (Case Study)

Week 12:

Day 1 [July 14]

Challenges to Japanese Business Culture

=====

Day 2 [July 16, Saturday]

Challenges to Individuals in Japanese Business Culture

Week 13:

[July 21]

Wrap up and Exam

NOTE:

The above schedule may be changed depending on the progress, in which event students will be notified.

ECN345-1 Leadership in International Management (2008 curriculum 3 credits)
ECN345-1 Leadership in International Management (2004 curriculum 3 credits)

Masahiko AGATA

Year: 2011
Semester: Spring
Meeting-time/day: Fri. 12:30-15:15
Office: E Building
Office Hours: Fri. 9:30-11:30, 15:30-16:50
E-mail: m-agata@aiu.ac.jp
Website:

Course Description:

In the environment where organizations and teams, whether they are corporations, public services, or private associations, are facing unceasing changes, activities to accomplish their purposes and targets are in increasing need of trained leadership.

Through this course, students will methodically understand what leadership is, and by drawing individually an image of true leadership they will be guided toward developing the quality required for leadership. On practical side, they will learn the planning process of mission – vision – strategy – action plan, which is most fundamental in leading a group, and also some core competencies including, among others, communication and human relationship management.

The course deploys not only lectures but also group discussions, workouts, public presentations and other active means whereby students will be able to acquire methodologies which are applied in western countries as well.

Objectives:

After successful completion of the course, students will be able to:

- Visualize the qualifications for true leadership
- Know the true values of mature and educated persons
- Plan to develop themselves with a capacity to lead others
- Face challenges in changes of environments more proactively
- Lead student and other groups in a more educated and methodical manner
- Voice suggestions and recommendations in logical and facts-based manner
- Find ways to avoid hostile disputes
- Be more confident in dealing with cross-cultural communications and co-works

Textbook:

No textbook is used. Instead, lectures are aided by slides and their copies are distributed after each session (day). They, bound together, will make an original textbook.

Reference Books/Other Study Materials:

"Leadership on the Line," Ronald A. Heifetz and Marty Linsky, Harvard Business School Press

Recommended References

"Good to Great and the Social Sectors, a Monograph to Accompany Good to Great," Jim Collins

"Jack Straight from the Gut," Jack Welch with John A. Byrne, Warner Books

Assessment:

Exam: 20%

Group Workouts: 40%

Attendance: 40%

[Grading criteria for written submissions]

- Clarity and focus of the topic.
- Integration and demonstration of what you learn from the course.
- Quality and quantity of references.
- Adequacy and strength of analysis, discussion.
- Writer ' s own conclusion.
- Organization, format and writing style.

[Grading criteria for group work participation]

Evaluated based both on your attendance and contribution to the group works. Your contribution will be assessed based on the quality and the frequency of your input.

[Exam]

At the end of the course some key points are asked.

[Short Essay] May be assigned during the course.

Policies & Remarks:

Students are expected not only to attend all classes but to be active in group work sessions as well. When assignments are given, all of them must be completed to receive a passing grade. Expression of own opinions and suggestions in his/her own words will be meritorious.

Class Schedule:

Week 1:

[April 29]

- Introduction of the Lecturer
- Setting of the Course

What is leadership?

- Japanese style leaders
- GE's "Leadership Value" - 2008 "Four Actions and Eight Values"

First attempt to (tentatively) define "Leadership" for this seminar.

Elements of Leadership (1)

- Seven Habits (Stephen R.Covey)

- Leadership on the Line (Ronald A. Heifetz / Marty Linsky)
- What Leadership Really Do (John P. Kotter, Harvard BS)

Week 2:

[May 6]

Theories on Leadership

- Ohio Theory (Ohio State Leadership Studies, C. Shartle, Ohio State Univ., 1950s)
- PM Theory (Misumi Juji, 1966)
- XY Motivational Theory (D. McGregor, 1950s)
- Others

- Managerial Grid Model (R.R. Blake & J.S. Mouton, 1963)

Group of Individuals, Organization, Their Behaviors

- Japanese traditional perception vs. recent and western
- Culture Unique to Each Organization

Week 3:

[May 13]

Revisit on Basics

- Who Who are supposed to be leaders?

Organization: Purpose and Objectives

- Purpose and Objectives
- "Great Organization"
- Cascade of Purpose and Objectives

Situations Where Leadership Works (1)

[High-level" Layers]

- Information Analysis
- Risk-sensitivity, Risk Assessment
- Human Relations Capabilities
- Grasp of Situations

Simulation/Role Play

Week 4:

[May 20]

Situations Where Leadership Works (2)

[On the Floor" Layers]

- Mission, Vision, Strategy, Action Plan ("Outside-In")
- "Outside-In"
- "CTQ"
- Planning

Simulation/Role Play

Making Action Plan

- Decision Making
- Making of Proposal - Approval
- Announcement
- Leadership's role

Week 5:

[May 27]

Situations Where Leadership Works (3)

- Assignment of Tasks
- Delegation of Power
- Communication
- Outside-In
- Sending Messages
- Language
- Human Relations Factor
- Good communicator
- Assertion
- Presentation / Delivery
- Debating
- Style
- "One-pager, Four Blocker"

Week 6:

[June 3]

Simulation/Role Play

- Putting Thoughts in Illustration

Simulation/Role Play

- Write One-pager, Four Blocker

Situations Where Leadership Works (4)

- Energizing
- Considerateness
- Sharing of the "Purpose" of work
- Delegation (Assignment) of Power
- Recognition
- Applause

Week 7:

[June 10]

- Execution
- Formal Leader & Voluntary Leader
- Elements of Execution
- Tracking of Progress
- Progress Report
- Solving Problems
- Solution
- Emergency Action
- Workout
- Hands-on/ "Hands-off"
- Maintaining a Productive Team
- Challenge

- Coaching
- Mentoring
- Integrity, Compliance

Week 8:

[June 17]

- Assessments ("Goals and Objectives")

Personality Factor

- "Self"
- Decency
- Bushido and Noblesse Oblige
- Listening to Others
- Intellectual Wealth
- Resoluteness and Confidence
- Considerateness

Simulation/Role Play

- Public Speaking (3 minutes Talk)

Week 9:

[June 24]

Revisit: What is Leadership ?

- Group Dynamics
- Desire of Members
- Real Strengths
- Technical Strengths
- "How to Win Friends and Influence People" (Dale Carnegie)

Cross-culture / Trans-culture

Week 10:

[July 1]

Methodologies

- "Six Sigma"
- Assimilation

Simulation/Role Play

- Project Cycle Management (PCM)

Explanation

Simulation

Group Work

Preparation

Week 11:

[July 8]

Group Work

Week 12:

[July 15]
Group Work

Week 13:

Day 1 [July 22]

Group Work

- Presentation
- Instructor's comments

Final Wrap-up

=====

Day 2 [July 23, Saturday]

Final Exam

NOTE:

Details of the schedule may be changed depending on the progress, in which event students will be notified.

ECN480-1 Case Studies (BRICs) (2008 curriculum 3 credits)
BUS492-1 Case Studies V (BRICs) (2004 curriculum 3 credits)

Shingo L. Nishikawa

Year: 2011
Semester: Spring
Meeting-time/day: Monday, Wednesday 9 -10:15 a.m.
Office: Building A, 4th Floor, Room A4-9
Office Hours: Tue. & Thurs. 3:30-5:00
E-mail: slnishikawa@aiu.ac.jp
Website:

Course Description:

In the past different faculty members have offered this BRIC ' s course and other courses, such as BUS-470, 475, 480, 490: CASE ISTUDIES IN ASIA I, II, EUROPE, LATIN AMERICA and BUS-330: MODERN BUSINESS AFFAIRS IN CHINA may have overlapping topics. I will cater to the background of the students and try to offer perspectives which you may not have studied before.

BRIC or BRICs are terms used first by Goldman Sachs Investment Bank in 2003 to refer to the combination of Brazil, Russia, India, and China. The main point of this paper was to argue that the economies of the BRICs are rapidly developing and by the year 2050 will eclipse most of the current richest countries of the present world. Unfortunately the BRIC scenery is changing very fast, and what was true 10 years ago is no longer so. Thus, we shall rely heavily on recent material which has been made public in the last 5 to 6 years.

Viewed from the perspective of Japanese firms, BRIC ' s have become very important in the last decade. For example, one dream project of Akita Prefecture is to develop its sea port as a gateway to Russia for companies in Japan. In St. Petersburg Toyota has opened a plant. Last year a Human Resource manager from Alps Electric, a US\$3 Billion company, told AIU seniors that all new employees of Alps Inc. must spend one to two months of training in China, because this market is critical to them. The same year Newsweek ran an article on " medical tourism " , a thriving new business in India for 150,000 foreigners who combine sophisticated, yet inexpensive, surgery with touring of historical sites each year.

BRIC ' s are fast becoming important and integral players in the global economy. Since foreign direct investment (FDI), portfolio investments and outsourcing businesses have increased dramatically in these economies many specialists lump them together as " emerging markets " despite substantial differences in their political systems, culture, reform policies and organizations. We may do some intellectual " violence " by such lumping because there is a lot of diversity even in one country.

In this course we strive to go beyond the traditional hysteria It is becoming all too fashionable these days to blame India and China for many of the world's problems. One objective of this course is to analyze these countries within a coherent analytical frame work . For example, people forget that in the 15th century over 70% of the world GDP came from India and China. In a way, the recent rise of these countries is a return to the old balance.

Objectives:

This course will strongly emphasize business and economic issues surrounding BRIC ' s and their relationships to Japan, US, Europe, Southeast Asian countries. You are expected to study -- by your own-- historical, political, and ethnic background of these countries as need arises. Based on my experience as an international businessman, I believe that to be a successful business person in a foreign country, he/she must study how the nation is governed and understand the religion(s) of that country.

Topics to be covered

Frame work of studying developing nations: T. Khanna, K. Palepu, J. Sinha, " Strategies That Fit Emerging Markets " , Harvard Business Review, June, 2005)

Similarities and non-similarities of the development processes of the 4 nations

Diversities in the business development process within a particular country

Implications to and investments made by Japan ' s businesses

Stories from the trenches of business: Business Cases in India (Suzuki Motors, IT division of Tata in Japan) , China (State Owned Enterprises, Alibaba, Family Mart in Shanghai, Lawson in Shanghai, UNIQLO, AEON in Beijing, Wal-mart, Carrefour), Russia (Toyota in St. Petersburg, UNIQLO in Moscow), and Brazil (natural resource giants)

Learning Method for this Course:

The class will be run in a seminar format where students are expected to report and discuss their findings on various aspects of BRIC ' s businesses. Thus, our learning model is inductive, and heavily based on class discussions and participation. Group projects should aim at integrating analysis, knowledge and understanding of these four countries. Since this topic is so dynamic, students are expected keep abreast of breaking business news of BRIC ' s and share them. There will be 3 midterms and a final exam. Those students who are signed up for 4 units of credit must submit an additional paper on an aspect of BRIC business..

Expected Academic Background:

You must be at least a third year student, preferably a senior having already spent one year abroad. You can be either a Global Studies major or a Global Business Major.

Textbook:

None

Reference Books/Other Study Materials:

Much on the material on BRIC ' s are available from the various university and corporate web sites. They include:

1. Goldman Sachs Report, with updates in 2007
<http://www2.goldmansachs.com/ideas/brics/book/BRIC-Full.pdf>
2. BRIC ' s 30億人市場の近未来、Harvard Business Review, May, 2005 [I will try to get the English version.]
3. R. C. Bhargava, Suzuki ' s India Strategy 「スズキのインド戦略」
4. T. Bouquet & B. Ousey, Cold Steel Lakshmi Mittal
5. Papers by Y. S. Huang of MIT on comparison of development styles of India and China, (2008/2009) ,<http://web.mit.edu/yshuang/www/>

6. BBC audio special on BRIC 's, featuring J. Dales of Goldman Sachs, Clyde Prestokowitz, 2005
http://news.bbc.co.uk/2/hi/programmes/documentary_archive/4287292.stm
- 7 . Clyde Prestowitz lecture at MIT on India and China, 2006
<http://mitworld.mit.edu/video/358/>
8. Investing in Emerging Market: China, India, Russia Conference at the University of California, Berkeley, Oct. 7, 2005
<http://www.haas.berkeley.edu/HaasGlobal/emergingmarketsconferencevideo.html>
9. Li Lanqing, Breaking Through, The Birth of China ' s Opening-up Policy, Oxford Press (2009)
10. R. Sembler [renowned CEO in Brazil], The Seven-Day Weekend (Portfolio, 2004); his lectures on mit.edu
11. P&G Business Cases in Brazil, Harvard Business School, 2007, 2008
12. R. B. Reich [former US Secretary of Labor, now a professor at University of California, Berkeley], Aftershock, Random House (2010)
13. Documentary videos on BRIC ' s made in the US, Japan, China
 - PBS Charlie Rose ' s interview with Prime Minister Singh of India (2009), Eike Batista of Brazil, (2010)
 - PBS interview of Jack Ma, founder of Ali Baba of China (2009)
 - NHK documentary on Japanese entrepreneur in Brazil (2008) [in Japanese]
13. Newspapers, journals: includes New York Times, Wall Street Journal, Nikkei 「日経」, Foreign Affairs,[選択], Facta

Assessment:

There will be 3 midterms (60 minutes each) and you must take at least 2 to pass. If you take all 3 midterms, I will pick the best two. During the final week, I will give a 2 hour final.

In addition, your group to which you belong must make a 30 minutes presentation on any matter which relates to BRICs.

Midterm: 30%

Final: 40%

Class participation: attendance and regular presentations: 30%

Policies & Remarks:

STUDENTS WHO TOOK MY COURSE ON MODERN BUSINESS PRACTICES IN CHINA SHOULD NOT TAKE THIS COURSE BECAUSE OF OVERLAP OF STUDY MATERIAL.

If you cut 3 sessions without obtaining an official excuse in advance, you will automatically fail the course. One valid excuse would be going away from Akita for a company interview. There are other acceptable reasons to be absent, but they should be arranged in advance.

Each semester I experiment with a new format. Each time we meet, I will start the class 5 minutes before the scheduled time and discuss what the main theme of the day is in Japanese. After the session is over, I will recap what was discussed for 5 minutes in Japanese. You are not obligated to come early or stay later to listen to my schpiel in Japanese. I want to find out if the learning by the Japanese students increase

significantly with this method.

We will divide the class into groups. I want all of you to help each other and share information and ideas.

Every class session begins with each group reporting on latest news on BRICs; 5 minutes @; make sure you make copies for your classmates. These items would be TV clips, newspaper articles, journal abstracts, etc.

Class Schedule:

Week 1:

Week 1: Getting to know each other; general introduction to BRICs Business Review (2005)

Week 2:

Week 2: Pizza with Prof. Kola on how to improve your presentation method.

: Goldman Sachs Report

: “ Strategies That Fit the Emerging Worlds ” , Harvard Business Review

Week 3:

Week 3: Suzuki in India

: Slum Dog Millionaire

: India ’ s middle class

Week 4:

Week 4: Consumer markets in India

: Prof. Huang of MIT on comparison between India & China(mit.edu lecture)

Week 5:

Week 5: Midterm #1 on India; introduction to China

Week 6:

Week 6: UNIQLO in China; Convenient stores in China; AEON, Pasco

Rakuten and Yahoo e-sales in China

Week 7:

Week 7: Google in China; Wal-mart, Alibaba & Son Masayoshi (Softbak)going international

Week 8:

Week 8: State owned enterprises (SOE) in China

Week 9:

Week 9: Midterm #2 on China; followed by introduction to

Russian market

Week 10:

Week 10: Energy sectors in Russia; new middle class

Week 11:

Week 11: Japanese firms in Russia

Week 12:

Week 12: Brazil

Week 13:

Week 13: Japanese, Chinese, US companies in Brazil

Week 14:

Week 14: Brazil (Midterm #3 on Russia & Brazil)

Week 15:

Week 15: Review and FINAL EXAM

NOTE:

The schedule is a sample, which was used in the Spring, 2010 (I will change according to the interest of the students.)

HIS250-1 Introduction to East Asia Studies (2008 curriculum 3 credits)
CHS250-1 Introduction to East Asian Studies (2004 curriculum 3 credits)

C. Kenneth QUINONES, Wo-lap LAM, Norihito MIZUNO, Naoya YAMAZAKI

Year: 2011

Semester: Spring

Meeting-time/day: MW 15:30-16:45

Office: C3-2 (Quinones)
C3-4 (Lam)
C3-7 (Mizuno)
C3-9 (Yamazaki)

Office Hours: To be announced by each faculty member

E-mail: ckquinones@aiu.ac.jp (Quinones)
willy@aiu.ac.jp (Lam)
nmizuno@aiu.ac.jp (Mizuno)
yama708@aiu.ac.jp (Yamazaki)

Website:

Course Description:

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

Objectives:

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

Textbook:

Materials will be distributed by each faculty member.

Assessment:

Quiz by Mizuno 25 %

Quiz by Lam 25 %

Quiz by Quinones 25 %

Quiz by Yamazaki 25 %

Class Schedule:

Week 1:

(M) East Asia Yesterday and Today [Quinones]

(W) Korea's Land and People [Quinones]

Week 2:

(M) Korea and China [Quinones]

(W) Korea and Japan [Quinones]

Week 3:

(M) Korea Today [Quinones]

(W) Review [Quinones]

Week 4:

(M) No Class Day

(W) National Holiday (No Class)

Week 5:

(M) Quiz by Quinones

(W) China's Geographical Setting [Mizuno]

Week 6:

(M) Premodern China 1 [Mizuno]

(W) Premodern China 2 [Mizuno]

Week 7:

(M) Modern China 1 [Mizuno]

(W) Modern China 2 [Mizuno]

Week 8:

(M) Modern China 3 [Mizuno]

(W) Quiz by Mizuno

Week 9:

(M) Introduction to the Era of Reform; China's Political System [Lam]

(W) Focus on Economic Reform; Globalization of the Economy [Lam]

Week 10:

(M) Stagnation in Political and Institutional Reforms [Lam]

(W) The Civil Society; Middle and Professional Classes; and Private Businessmen [Lam]

Week 11:

(M) China as a Major Player on the World Stage; the "China Threat" Theory [Lam]

(W) China's Relations with the United States, Japan and Taiwan [Lam]

Week 12:

(M) Quiz by Lam

(W) Taiwan: Overview [Yamazaki]

Week 13:

(M) Pre History Period and the Early Colonization [Yamazaki]

(W) Taiwan under the Chinese Rule [Yamazaki]

Week 14:

(M) Taiwan under the Japanese Rule [Yamazaki]

(W) Taiwan after WWII (1945-1987) [Yamazaki]

Week 15:

(M) National Holiday (No Class)

(W) Taiwan after WWII (1987-2000) [Yamazaki]

(M) Quiz by Yamazaki (July 25th)

HIS300-1 Modern History of Korea (2008 curriculum 3 credits)
HIS290-1 Korean Modern History (2004 curriculum 3 credits)

C. Kenneth Quinones

Year: 2011
Semester: Spring
Meeting-time/day: Mon. & Wed. 14:00-15:15
Office: C 3-2
Office Hours: Tues. & Wed. 10:30-12 Noon
E-mail: ckquinones@aiu.ac.jp
Website: www.ckquinones.com

Course Description:

The Korean Peninsula is the political and geographical center of Northeast Asia. Historically it has served as the cultural bridge between China and Japan. Since the end of the 19th Century, the peninsula has been the setting for several wars, but today a new consensus has emerged among Korea's neighbors that emphasizes peace, prosperity and stability. This course examines how Korea's division and transformation since 1945 threatens, impedes and promotes progress toward these goals.

Objectives:

The primary objectives are:

- improve ability to use the English language to acquire new information through note taking, listening comprehension, reading and writing;
- develop critical thinking by assessing the importance and validity of information, and
- use English language skills and newly acquired information to define and to defend one's personal point of view regarding controversial issues in Korean history.

Expected Academic Background:

None.

Textbook:

None. Selected materials will be distributed in class

Reference Books/Other Study Materials:

Selected reference books will be on reserve at the library.

Assessment:

Two written, 1 hour 15 minute long quizzes about selected terms taken from a list of key terms to be distributed in class (90%), plus class participation (10%).

Policies & Remarks:

Student who fail to take a test because of an unexcused absence on the scheduled date at the scheduled time, their grade will be lowered one level, i.e. B = C, etc. See the

Student Handbook regarding class absence.

Class Schedule:

Week 1:

Course Introduction - Korea's land and people

Week 2:

Japan's Colonization of Korea, 1910-1945

Week 3:

National Division - 1945-50

Week 4:

The Korean War - a Limited Global war

Week 5:

The Korean War's Consequences

Week 6:

Rival Regimes - North Korea and the USSR

Week 7:

Rival Regimes - South Korea and the USA

Week 8:

Review

Mid-term Quiz

Week 9:

Park Chung hee's Rise and Economic Strategy

Week 10:

North and South Korea Compared - 1965 to 1979

Week 11:

South Korea's Democratization

Week 12:

North-South Korea Relations - 1972 to 1990

Week 13:

National Reconciliation or Nuclear Arsenal?

Week 14:
Review

Week 15:
Final Quiz

HIS310-1 Modern History of Russia (2008 curriculum 3 credits)
HIS260-1 Russian Modern History (2004 curriculum 3 credits)

Alexander Dolin

Year: 2011
Semester: Spring
Meeting-time/day: (Tue, Thu) 10:30-11:45
Office: A3-5
Office Hours:
E-mail: alexanderdolin@aiu.ac.jp
Website:

Course Description:

This course is designed as an overview of major stages in Russian history from the end of the 19th through the beginning of the 21st Centuries, with a general introduction to early Russian history, religion and culture. The roots of the Russian revolution are tracked through the concepts of the 19th Century populists and leftist extremists which brought the Empire to collapse. Lenin ' s social initiatives and Stalin ' s authoritarian rule are reconsidered in the context of world history with a special focus on the ideology of totalitarianism. The postwar crisis of the Soviet regime is shown as a prerequisite for Gorbachev ' s Perestroika reforms, eventually leading to the fall of the USSR and the emergence of the new democratic Russian Federation. Scrutinizing analyses of Putin ' s current policies brings the course to a conclusion.

Objectives:

1. Introduce students to the milestones of New Russian History and Culture.
2. Develop students ' analytical thinking and critical approach to the problems of history.
3. Explain the place of Russia as a political and military superpower in the globalizing world.

Expected Academic Background:

EAP 3

Textbook:

John M. Thompson
" Russia and the Soviet Union " , 6th edition.

Reference Books/Other Study Materials:

Special video materials.

Assessment:

Homework assignments	100 points	25%
Participation in discussion	100 points	20%

Final examination 200 points 55%
Total number of points 400

Policies & Remarks:

Diligence is encouraged

Class Schedule:

Week 1:

Background and Early History

Geography and Historical Contacts – The Family of Nations – Religious Roots - The Emergence of Russian State – Kiev Russia - Russian Heartland and the Concepts of Imperial Power – The Dynasties.

The Mongol Yoke and the Retarded Pace of Historic Evolution – Moscow and the Final Liberation of the Nation – Ivan the Terrible and his Age – Peter the Great and his Age – Russia and Europe – Catherine the Great and her Age.

Week 2:

The National Patriotic War against Napoleon 's Invasion – The First Liberalist Movements – Pushkin, Lermontov, Gogol and other great writers - The Major Reforms – The Formation of Russian Intellectual elite.

Week 3:

The Revolutionary Trends in the Late 19 – Early 20th cc.

Revolutionary Populism – The Development of Marxism – From Populism to the Socialist Revolutionaries – The Emergence of the Revolutionary Terrorism – Tolstoy, Dostoevsky and other Humanists.

5. Revolution, Reaction and Reform (1904-1914)

Russo-Japanese War and its Consequences – The First Russian Revolution of 1905 – Creation of the Duma (Parliament) Monarchy – Political Development and the Rise of the Leftist Parties – Economic and Social Growth of the Nation.

Week 4:

The Silver Age of Russian Culture (Late 19 – early 20th cc.)

Literature – Painting – Architecture - Music – The Most Advanced Culture of the Intellectuals and the Conservative Masses.

Week 5:

Russia in the World War 1 and the Bourgeois Revolution

Russian Empire in the World War 1 – Wartime Diplomacy and Alliances – The Degrading Army – Bolsheviks and the Home Front – The Total Crisis of the Administration – The March Revolution and the Abdication of the Tsar.

From March to November 1917

The “ Dual Power ” - The Bolsheviks under Lenin ’ s Leadership – Kornilov and the Rightward Shift – The Leftist Push – The November Revolution as a Perfect Coup d ’ état. – The Power of Terror.

Week 6:

Civil War and War Communism (1917-1921)

First Steps of the Bolsheviks – The Beginning of the Civil War – The Reaction of the West and the Antanta Invasion – Further Developments – The Bloody Victory.

The New Economic Policy and Power Struggle (1921-1927)

Economic and Political Controls of NEP – Lenin ’ s Last Years – The Struggle over Succession – The Advent of Stalin.

Week 7:

The Soviet Union under Stalin ’ s Rule - 1

Struggle in the Communist Party and Stalin ’ s Triumph (1929-1934) – The Great Purges – The Policy of State Terror – Oppressed Religions – Totalitarian Machine and the Nation – The Cult of Personality – The Realm of Fear.

Week 8:

The Soviet Union under Stalin ’ s Rule 2

The Great Industrialization Debate (1924-1928) - The Five Year Plans – Playing on the Enthusiasm – Forced Collectivization and the Tragedy of Russian Peasantry – The Totalitarian Abuse of Culture – Ideological Press – Stalin ’ s “ Cultural Revolution ” in Education – Anticosmopolitan Policy and the Arts.

Week 9:

Soviet Foreign Policy and World War 2

The USSR versus the West (1917-1927) – Neoisolationism (1928-1933) – Steps to Collective Security (1934-1937) – Soviet-Japanese Conflicts – The Nazi-Soviet Pact (1939-1941) – The German Invasion – The 1942 Campaign and the Turning Point of the War – Soviet Offensives and Allied Victory - The USSR and the Far Eastern War.

Week 10:

From Postwar Stalinism to Khrushchev Era (1945 – 1964)

The Establishment of Socialist Regimes in Eastern Europe – Stalin ’ s New Purges – The Crusade against Intellectuals – The Access to Nuclear Power – The Beginning of the Cold War – The Death of Stalin and Khrushchev ’ s De-Stalinization Policy – A Failure in the Agriculture Reforms – Confronting the West – Khrushchev ’ s Fall.

Week 11:

The Brezhnev ’ s Era (1964-1982)

Brezhnev ’ s Rise – Nationalism and Dissent – Cold War Concepts - Military Expenses – The Exploration of Space – Stagnation in Economy – Failing Ideology – Culture under Brezhnev - Soviet Intellectuals and the West – Out of Vicious Circle.

The Soviet Gerontocracy Rule (1982-1985)

From Brezhnev to Andropov – The Attempts of the Reforms – From Andropov to Chernenko - Degrading Economy – Total Crisis of Soviet Socialist System.

Week 12:

The Collapse of the USSR (1991)

Gorbachev ' s Promises and Reality - Yeltsin ' s Rise and the Phantom of Democracy – Political Struggle and the Nations – The August Communist Coup – The Demise of the Soviet Union: Sacrificing the Country to Personal Ambitions – The Fall of Gorbachev - The Still-born Commonwealth of Independent States.

Week 13:

The Yeltsin Era (1991-1999)

The Legacy of Soviet Communism – Dismantling the Political System – Dismantling the System of Social Security – Dismantling the System of Academic Research - The Privatization Reforms as the Greatest Fraud in History – From Populist Democracy to Populist Autocracy – Chaos in Economy – The Rise of Criminal Structures – The Legacy of Total Corruption – Chechen Revolt.

Week 14:

From Putin to Medvedev

Putin ' s Career and the Way to the Top – Chechen War – A Stake on the KGB (FSB) Power – Consolidation of the State – Controversial Economic Policy – A Dialogue with the West – Natural Resources and Russia ' s Economic Progress – Stratification of the Society – Prospects of Further Growth – Foreign Policy - Russia with Putin and after him - Medvedev as a successor and rival to Putin.

Week 15:

Final Examination