

ANT180 CULTURAL ANTHROPOLOGY (3 credit hours)

Instructor: Darren ASHMORE, PhD

Office hours: TBA

Website: TBA

Semester: Spring

Office: TBA

email: abcdefg@aiu.ac.jp

Meeting times: TBA

DESCRIPTION: This course is designed to introduce students to the range of variation in the human cultural and social experience. In the process, the course will seek to broaden the student's perspectives, both spatially and temporally. Cultural Anthropology introduces the discipline of anthropology (and related fields of comparative sociology, human geography and history), then turns to ways in which human variation can be explored in an orderly and ethical manner.

OBJECTIVES: This course is designed to help students understand the cultural aspects of sociological study and arm them with a variety of analytical tools which can be used to assist their exploration of Japanese society both in their courses at Akita and in the country at large. To this end, the course will expose the students to both general anthropological issues and Japanese specific situations.

STUDY MATERIALS:

<Core Textbook>

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001.

<Reference books, sources of readings and other information>

- Augé, Marc. A Sense for the Other: the Timeliness and Relevance of Anthropology. Stanford: Stanford University Press. 1998
- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997
- Becker, Howard. S., with McCall, Michal, M. Eds. Symbolic Interaction and Cultural Studies. Chicago: Chicago University Press. 1990
- Denzin, Norman K. Ed. Symbolic Interactionism and Cultural Studies: The Politics of Interpretation. Oxford: Blackwell. 1992
- Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999
- Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto. 1996

- Ivy, Marilyn. Discourses of the Vanishing: Modernity, Phantasm, Japan. Chicago: University of Chicago Press. 1995
- Kawada, Minoru., with Kishida-Ellis, Toshiko. Tr. The Origin of Ethnography in Japan: Yanagita Kunio and his Times. London and New York: Kegan Paul International. 1995
- Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997
- Robbins, Richard H. Cultural Anthropology: a Problem-based Approach. Itasca: F.E. Peacock Publishers. 1993

ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following three areas: (1) essay (40%), (2) final examination (40%), and (3) seminar participation (20%).

ACADEMIC PREPARATION: This is an introductory course to Cultural Anthropology and has no academic prerequisites associated with it.

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.

COURSE FORMAT AND ACTIVITIES: Weekly sessions will be divided into lecture and group seminar sessions. During lectures the key points of the course will be presented and discussed and study groups will select an issue to debate in the following seminar. There will also be a number of screenings during the course.

SCHEDULE:

<April>

<Week 1>

Theme: *Introduction: A History of Anthropology*

Lecture: A brief introduction to the main body of Anthropological theory and the foundations upon which social/cultural studies are built.

Readings:

Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (Chapters 1 and 2)

and

Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997.

Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999

Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto. 1996

Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997

<Week 2>

Theme: *Fieldwork and Interpretation*

Lecture: Exploring the importance of empirical data to the Anthropologist and the perils which can befall study in the field.

Readings:

- Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (Chapter 3)

and

- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997.
- Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999
- Ivy, Marilyn. Discourses of the Vanishing: Modernity, Phantasm, Japan. Chicago: University of Chicago Press. 1995

<Week 3>

Theme: *The Social Person*.

Lecture: Examining the socially defined nature of the individual and the ways in which different theoretical disciplines approach boundaries between the self and the other.

Readings:

- Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (Chapter 4)

and

- Augé, Marc. A Sense for the Other: the Timeliness and Relevance of Anthropology. Stanford: Stanford University Press. 1998
- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997
- Becker, Howard. S., with McCall, Michal, M. Eds. Symbolic Interaction and Cultural Studies. Chicago: Chicago University Press. 1990
- Denzin, Norman K. Ed. Symbolic Interactionism and Cultural Studies: The Politics of Interpretation. Oxford: Blackwell. 1992

- Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999

<May>

<Week 4>

Theme: *People and Society*.

Lecture: Following on from the discussion of the social creation of the self, we examine the way in which individuals act to create and maintain societies.

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (chapters 5 and 6)
- and**
- Augé, Marc. A Sense for the Other: the Timeliness and Relevance of Anthropology. Stanford: Stanford University Press. 1998
 - Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997
 - Becker, Howard. S., with McCall, Michal, M. Eds. Symbolic Interaction and Cultural Studies. Chicago: Chicago University Press. 1990
 - Denzin, Norman K. Ed. Symbolic Interactionism and Cultural Studies: The Politics of Interpretation. Oxford: Blackwell. 1992

<Week 5>

Theme: *Kinship*.

Lecture: Examining the bonds within society and the terms which are used to hold society together: kinship, marriage, reproduction and the alliances which these create among people.

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (chapters 7 and 8)
- and**
- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997
 - Denzin, Norman K. Ed. Symbolic Interactionism and Cultural Studies: The Politics of Interpretation. Oxford: Blackwell. 1992
 - Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999
 - Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997

<Week 6>

Theme: *Gender and Age.*

Lecture: Examining the many different faces of a society and the ways in which the group negotiates with its membership in terms of both age and gender.

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (chapter 9)

and

- Augé, Marc. A Sense for the Other: the Timeliness and Relevance of Anthropology. Stanford: Stanford University Press. 1998
- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997
- Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999
- Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto. 1996
- Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997

<Week 7>

Theme: *Social Hierarchies.*

Lecture: Expanding on the issues of age and gender, this week's lecture looks at other forms of hierarchies within society (such as the Castes of India and the social 'class system' of Western Europe) and the reasoning behind such seemingly divisive structures.

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (chapter 10)

and

- Augé, Marc. A Sense for the Other: the Timeliness and Relevance of Anthropology. Stanford: Stanford University Press. 1998
- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997
- Becker, Howard. S., with McCall, Michal, M. Eds. Symbolic Interaction and Cultural Studies. Chicago: Chicago University Press. 1990
- Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto. 1996

- Ivy, Marilyn. Discourses of the Vanishing: Modernity, Phantasm, Japan. Chicago: University of Chicago Press. 1995
- Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997

<June>

<Week 8>

Theme: *Power*.

Lecture: Following on from the issue of structured social divisions, we look at the power blocks within social structures and the ways in which the individuals of these groups attempt to control/negotiate with their fellows.

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (chapter 11)
- and**
- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997
 - Becker, Howard. S., with McCall, Michal, M. Eds. Symbolic Interaction and Cultural Studies. Chicago: Chicago University Press. 1990
 - Denzin, Norman K. Ed. Symbolic Interactionism and Cultural Studies: The Politics of Interpretation. Oxford: Blackwell. 1992
 - Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999
 - Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto. 1996
 - Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997

<Week 9>

Theme: *Commodities and Services*.

Lecture: Examining the maintenance and development of societies through the negotiated control of production and distribution of resources.

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (chapters 12 and 13)
- and**
- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997

- Becker, Howard. S., with McCall, Michal, M. Eds. Symbolic Interaction and Cultural Studies. Chicago: Chicago University Press. 1990
- Denzin, Norman K. Ed. Symbolic Interactionism and Cultural Studies: The Politics of Interpretation. Oxford: Blackwell. 1992
- Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999
- Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997

<Week 10>

Theme: *The Internal Debates: Man and God.*

Lecture: Examining the thorny issues of faith and philosophy as tools for social control/protection.

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (chapters 14 and 15)
- and**
- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997
 - Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999
 - Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto. 1996
 - Kawada, Minoru., with Kishida-Ellis, Toshiko. Tr. The Origin of Ethnography in Japan: Yanagita Kunio and his Times. London and New York: Kegan Paul International. 1995
 - Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997
 - Robbins, Richard H. Cultural Anthropology: a Problem-based Approach. Itasca: F.E. Peacock Publishers. 1993

<Week 11>

Theme: *Vanishing Customs and Changing Traditions.*

Lecture: Looking at the changing face of Anthropology in a world which is becoming ever more culturally blended, this week's lecture examines both the responses of societies themselves and the ways in which scholars attempt to make sense of this new-old world.

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (chapters 16 and 17)

and

- Augé, Marc. A Sense for the Other: the Timeliness and Relevance of Anthropology. Stanford: Stanford University Press. 1998
- Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto. 1996
- Ivy, Marilyn. Discourses of the Vanishing: Modernity, Phantasm, Japan. Chicago: University of Chicago Press. 1995
- Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997
- Robbins, Richard H. Cultural Anthropology: a Problem-based Approach. Itasca: F.E. Peacock Publishers. 1993

<July>

<Week 12>

Theme: *The In and the out: Nationalism and Minorities.*

Lecture: Following on from the debate over cultural blending, we look at some of the problems which have arisen as a result of this debate, and the ways in which different nations have responded/are responding to the shrinking of the globe.

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001. (chapter 18)

and

- Augé, Marc. A Sense for the Other: the Timeliness and Relevance of Anthropology. Stanford: Stanford University Press. 1998
- Barfield, Thomas. The Dictionary of Anthropology. Oxford: Blackwell Publishing. 1997
- Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto. 1996
- Peoples, James G. Humanity: an Introduction to Cultural Anthropology. Belmont: West/Wadsworth Publishing. 1997
- Robbins, Richard H. Cultural Anthropology: a Problem-based Approach. Itasca: F.E. Peacock Publishers. 1993

<Week 13>

Theme: *Glocal Issues: Justifying Anthropology.*

Lecture: In the final lecture we look back on the history of the discipline and examine what has become of the cultures of the world since people such as Malinowski began focusing scholarly attention on. How have they changed? How has Anthropology changed them? How have they changed Anthropology?

Readings:

- Eriksen, Thomas H. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press, 2001.

and

- Augé, Marc. A Sense for the Other: the Timeliness and Relevance of Anthropology. Stanford: Stanford University Press. 1998
- Hendry, Joy. An Introduction to Social Anthropology: Other People's Worlds. Basingstoke: Macmillan. 1999
- Gardner, Katy. Anthropology: Development and the Post-modern Challenge. London: Pluto. 1996
- Robbins, Richard H. Cultural Anthropology: a Problem-based Approach. Itasca: F.E. Peacock Publishers. 1993

<Week 14>

Theme: *Course Review and Examination Preparation.*

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

Readings: NA

ART160: HISTORY OF AMERICAN POPULAR MUSIC / GOSPEL CHOIR (3 credit hours)

Instructor: Chie NAGANUMA

Office hours: TBA

Website: N/A

Semesters: Spring

Office: TBA

email: chie@aiu.ac.jp

Meeting times: TBA

DESCRIPTION: This course comprises two objectives: to understand the historical and social background of American popular music (1920s-70s) and to participate in a black gospel choir to experience one of the musical styles of non-classical origin. First, the class is designed to assist students in recognizing the cultural meaning and significance of non-classical music that originated in the U.S., such as Blues, Rock, and R & B as well as Gospel. For this purpose, not only do we deal with history and the attributes of each genre in lectures, but we also focus on the relationships between music and contemporary issues, centering on various key words: counterculture, violence, drugs, sexuality, gender, authenticity, media, politics, and economy. To deepen our understanding we employ various audio and visual materials. The rest of the course is dedicated to Gospel choir rehearsals. I encourage each student to feel the spirit of this uplifting music and to enjoy sharing beats and melodies with friends as a part of the choir. A concert accompanied by a band will highlight this rare experience at the end of the semester. 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 culture, era, and society, especially from the point of view of New Historicism (gender, race, and social values). Also, by combining academic discourses with performance, students are encouraged to digest and understand music as a whole including its all social ambiances.

STUDY MATERIALS:

<Textbooks> None

<Reference books>

- * Southern, Eileen. *The Music of Black Americans: A History (Third Edition)*. New York: W. W. Norton & Co., 1997.
- * Campbell, Michael and James Brody. *Rock and Roll: An Introduction*. New York: Schirmer, 1999.
- * 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.
- * Walser, Robert. *Running with the Devil: Power, Gender, and Madness in Heavy Metal Music*. Hanover: Wesleyan University Press, 1993.
- * 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: Student achievement will be measured in terms of student performance in the following three areas: (1) Weekly quizzes from lectures (35%), (2) Research paper and presentation* (35%), and (3) Attendance at choir rehearsals and the concert (30%). There is no midterm exam. No final exam.

* Each student chooses an artist or a group relevant to the course materials for his/her research project and gives a presentation on the chosen artist on the final day. The paper and presentation should include biographical information, major works, and musical characteristics of the artist.

ACADEMIC PREPARATION: No prerequisite. All students are welcome to take the class. There is no need to be able to read music or to have any music theory knowledge.

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.

COURSE FORMAT AND ACTIVITIES: Class sessions will alternate between lecture/discussion days (2 days a week) and choir rehearsals (1 day a week). Students are expected to watch an assigned feature/documentary film or a music video every week on their own, which is related to the following week's lecture topic. After watching the film students are required to send a short comment on and questions about the film by E-mail to the instructor by the next lecture day. Since no long readings will be assigned to students it is important that they watch the film and come to the lecture with certain knowledge of the material. Choir rehearsals are open to all AIU community members. The repertoire comprises spirituals, traditional gospel songs, and contemporary gospel/inspirational songs. Students will learn ten new pieces at least and sing them at the concert. A weekly sectional rehearsal for 30 minutes is conducted by part.

SCHEDULE:

<Week 1>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Blues / African influence and tradition; 2) Musical Forms of Blues and popular songs

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

Assigned readings: None

<Week 2>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Minstrelsy / Harlem Renaissance (1920s); 2) Rhythms 1 (duple and triple meter)

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

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

<Week 3>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Spirituals and Gospel (1930s-); 2) Rhythms 2 (shuffle and polyrhythm)

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

Assigned reading: James H. Cone, *The Spirituals and the Blues*, pp. 1-7.

<Week 4>

Choir Rehearsal: TBA

Lecture/Discussion: 1) Evolution of Rock: Rock n Roll (1950s) to Rock (1960s); 2) Instrumentation

Assigned film: *Woodstock* (1970) by Michael Wadleigh

Assigned reading: None

<Week 5>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Motown (1) (1960s); 2) Note values

Assigned film: *Motown 25: Yesterday, Today, Forever* (1983) by Don Mischer

Assigned reading: William Upski Wimsatt, *Bomb the Suburbs*, 22-27.

<Week 6>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Motown (2) (late 1960s-70s); 2) Scale

Assigned film: None

Assigned reading: William Upski Wimsatt, *Bomb the Suburbs*, pp. 28-36

<Week 7>

Choir Rehearsal: TBA

Lecture/Discussion: 1) History of Soul (1960s-70s) / Hip Hop Culture; 2) Chords

Assigned film: *Soul to Soul* (2004) by Danis Sanders

Assigned reading: William Upski Wimsatt, *Bomb the Suburbs*, pp. 37-41

<Week 8>

Choir: Dress Rehearsal and Semester Ending Concert

Research Project Presentation

ART180 MUSIC AND PERFORMANCE (3 credit hours)

Instructor: Reiko WATANABE
Office hours: By appointment Office:
C12
E-mail: paganiniana@aiu.ac.jp
Semester: Spring Meeting
times: TBA (over 7.5 weeks only)

DESCRIPTION: From a unique perspective of a performing artist on stage, I explore and analyze numerous master pieces from the Baroque to contemporary music periods. I demonstrate different styles of music and highlight changes in performance practices which have occurred over time. The students will have an opportunity to attend my live, lecture-concert session at a public concert hall. At the university, I shall often play solo violin or duo pieces with a pianist to allow the students to listen, stop, and ask questions during such performances. I will also point out relationships which exist among literature, philosophy and music by using literary works of Proust and Tolstoy and musical works of Janacek, Beethoven, J. S. Bach, etc. Students will be encouraged to explore the relationship among composers, performers, audience and critics in performing arts. This year, I invited a known, Japanese composer to the class to speak (over two days) on classical and modern music from the perspective of a composer.

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

STUDY MATERIALS:

<Textbook>

J. Kerman, G. Tomlinson, *Listen*, Boston: Bedford/St. Martin's, 2004.

< Sources of readings and other information>

Compositions recorded on CD's (a partial list of disks which will be made available in the library.)

“Listen”: recording examples from the early Middle Age to contemporary music (6 CDs)

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

A. Vivaldi, *Four Seasons*

A. Mozart, *Sonatas for Violin and Piano, Concertos,*

Operas

L. Beethoven, *Sonatas for Violin and Piano,*

Symphonies

J. Brahms, *Sonatas for Violin and Piano, Violin*

Concerto, Piano

Concertos

N. Paganini, *Caprices, Concertos, Sonata for Violin*

and Guitar

C. Franck, *Sonata for Violin and Piano*

A. Berg, *Violin Concerto, Operas*

A. Shostakovich, *Violin Concerto, Symphonies*

Also works by Bartok, Schubert, Schumann,

Stravinsky, Debussy,

Schoenberg, etc.

DVD:

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

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

Books on music and art:

L. Bernstein, *The Unanswered Question*

F. Nietzsche, *The Case of Wagner, The Birth of*

Tragedy

M. Proust, *A la Recherche du Temps Perdu*

L. Rowell, *Thinking About Music*

A. Schopenhauer, *Metaphysics of Music*

L. Tolstoy, *What is Art, Kreutzer-Sonata*
S. Volkov, *Testimony*
A. Copland, *What to Listen for in Music*
A. M. Abell, *Talks With Great Composers*, New

York: Carol Publishing

Group, 1994.

T. Minagawa, *Yogaku Toraikou*, Nippon Christian Publishing Co. [in
Japanese]

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

ASSESSMENT: The course grade will be determined by:

Final examination	50%
Listening quizzes	30%
Classroom discussion	20%

ACADEMIC PREPARATION: None required, only eagerness and curiosity about music.

POLICIES: Attendance will be counted as a part of classroom discussion.
CDs will be available in the library for listening assignments.

COURSE FORMAT AND ACTIVITIES

The course is spread over the entire Spring semester, but classes are not held every week. Instead it is over 7.5 weeks only and when we have classes, we shall meet a total of 6 hours in any given week. The dates of classes will be posted in March.

Week 1: What is the Classical Music?
Copland's "What to Listen for in Music"

Week 2: Structure of music.
Late Baroque Period – Bach and Vivaldi

Week 3: What is Violin? Legends of great violinists
Music and the Age of Enlightenment –symphonies, sonatas, concertos

- Week 4: Mozart and Haydn. A new genre: string quartets
- Week 5 Beethoven: a hero
- Week 6 Romantics -- Schubert, Schumann, Brahms
- Week 7 Modernism -- Debussy, Schoenberg, A. Berg, Stravinsky
- Week 8 Alternatives to Modernism – Bartok
Class summary and final exam

BUS210 BUSINESS MANAGEMENT (3 credit hours)

Instructor: Shingo Leonard NISHIKAWA, PhD
Office Hours: TBD; will be available for at least 4 hours/week
Office: Building C-10
E-mail: slnishikawa@aiu.ac.jp
Semesters: Spring, Fall
Meeting times: Twice a week, 75 minutes each

DESCRIPTION: This course is for non-business major students who would like to become “business literate.” Today’s world cannot be fully comprehended without fundamental understanding of business. Thus, students should look upon this class just as they would when they enroll in a “computer literacy” course, learning to use *Microsoft Windows* for the first time. The course exposes students to key words and concepts in business necessary to become “business literate.” There are many aspects to business, including global economic trends, latest technological innovations, ethical issues and scandals, intellectual property rights, motivating employees, legal constraints on business, marketing, and rudimentary accounting principles.

OBJECTIVES: One of the most important objectives is to force students to look at business-related information in media with critical eyes. Such aptitude comes only by first understanding frequently used business terms and concepts. Next, through assignments and discussions, the students should acquire the habit of questioning everything that is presented to them. Students must also be able to relate events in business and apply to their own career goals. Lastly by participating in group projects, they should learn how to work as a constructive team member – an important skill in the present day environment.

STUDY MATERIALS:

<Textbooks>

Nickels, W., J. McHugh, and S. McHugh. Understanding Business. McGraw Hill, 2005.

<Sources of readings and other information>

- (1) Harvard Business School business cases
- (2) Articles from *Nikkei Shimbun*, *New York Times*, *Wall Street Journal*, *Business Week*, and *Economist*

(3) Downloaded TV programs from BBC, CNN, Japanese TV stations, and CCTV-9 (China).

ASSESSMENT: The grades will be determined from result of the following:

Final examination	40%
Midterm examination	15%
Quick quizzes	10%
Project presentation	15%
Classroom participation	20%

ACADEMIC PREPARATION: There are no prerequisites.

COURSE FORMAT AND ACTIVITIES: Generally, class sessions will consist of lectures by the instructor. However, we will have several guest lecturers from the business world to address particular topics. Also, students will take part in several field trips to local firms in manufacturing and service industries.

SCHEDULE:

Weeks 1-3: Business Trends –History of 19th & 20th century economies, emphasis on speed and innovation of technology , E -commerce, importance of legal considerations, intellectual property rights, diverse cultural values in global markets

Week 4: Business Ownership Models, Entrepreneurship

Weeks 5-6: Organizational Structures

Weeks 7-8: Motivating & Managing Employees in Japan and elsewhere

Weeks 9-10: Marketing

Weeks 11-12: Key Technologies

Weeks 13-14: Financial Management—basic accounting and financial parameters for managing business

ECN210 MICROECONOMICS (3 credit hours)

Instructor: Takashi YAMAMOTO, PhD

Office hours: M, W 14:00-15:00; T, R 11:00-Noon Office: A6

Website: <http://www.aiu.ac.jp/~yamamoto>

Email: yamamoto@aiu.ac.jp

Semesters: Spring, Fall

Meeting times: M, W 9:00-10:15

DESCRIPTION: This course and ECN220 (Macroeconomics) cover the principles of economics. Here, we study how scarce resources are allocated within a market system, using the price mechanism. We consider actions and interactions of three economic agents within the system: (i) consumers, (ii) producers, and (iii) government. Students learn simple and abstract models of decision-making of the three economic agents. Employing these models, we analyze the outcomes that occur when these agents interact and how decision-making changes when incentives and the environment around the agents change. Finally, students are briefly exposed to the economic thoughts of Adam Smith, John Stuart Mill, David Hume, Karl Marx, Thomas Malthus, and John Maynard Keynes – from classical and neo-classical approaches at one end to Keynesians and neo-Marxists at the other.

OBJECTIVES: By actively participating in this course, students will become familiar with (i) about 50 key concepts of microeconomics, (ii) basic microeconomic models and their applications to hypothetical events, and (iii) methodologies to analyze real-world economic issues in the US, Japan, and other economies.

STUDY MATERIALS:

<Textbook>

Mankiw, N. Gregory. Principles of Microeconomics, 4e. Thomson South-Western, 2007. Students may obtain the textbook at: <http://mankiw.swlearning.com>. Learning support tools are available by clicking on ‘Student Resources.’

<Study Guide>

Hakes, David R. Study Guide to accompany Principles of Microeconomics 4e. Thomson South-Western, 2007. Purchase of the Study Guide is not mandatory, but many students report that it is helpful for understanding difficult concepts and for preparing for homework assignments and exams.

<Reference books, sources of readings and other information>

- Glossary of Economic Terms: <http://economics.about.com/od/economicsglossary/>
- Roberts, Russell. The Invisible Heart: An Economic Romance. Cambridge: MIT Press, 2002. This is a romantic novel including principles of microeconomics.
- Handouts on economic issues will be delivered in class.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in the following five areas: (i) 1st Examination (15%), (ii) 2nd Examination (20%), and (iii) Final Examination (30%), (iv) Homework assignments (20%), and (v) Class participation (15%).

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

COURSE FORMAT AND ACTIVITIES: This is a lecture course. However, considering the relatively small (compared to many universities) class size, each student will have many opportunities to participate in class. Lively discussion on real-world economic issues is expected. Students are encouraged to ask questions and to request explanations during class. There may be one or two lectures by guest speakers to provide students opportunities to understand how economic principles are applied.

SCHEDULE:

<Week 1>

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

Textbook: Chapter 1 – Ten Principles of Economics

<Week 2>

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

Textbook: Chapter 2 – Thinking Like an Economist

<Week 3>

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

Textbook: Chapter 3 – Independence and the Gains from Trade

<Week 4>

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

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

<Week 5>

Review and the 1st Examination

<Week 6>

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

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

Textbook: Chapter 5 – Elasticity and Its Application

<Week 7>

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

Economic issue: *Rent ceiling in New York City*

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

<Week 8>

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

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

<Week 9>

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

Textbook: Chapter 8 – The Costs of Taxation

<Week 10>

Review and the 2nd Examination

<Week 11>

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

Economic issue: *Drive an SUV safely for non-SUV drivers.*

Textbook: Chapter 10 – Externalities

<Week 12>

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

Textbook: Chapter 11 – Public Goods and Common Resources

<Week 13>

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

Economic issues: *Some hotels do not change the sheets every night for environment protection, or for more profits?*

Textbook: Chapter 13 – The Costs of Production

<Week 14>

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

Textbook: Chapter 14 – Firms in Competitive Markets

<Week 15>

Review and the Final Examination

GEO 150 GEOGRAPHY (PHYSICAL AND HUMAN) (3 credit hours)

Instructor: Norie OSHIMA

Office hours: W 13:00-16:00

Office: A19

email: n-oshima@aiu.ac.jp

Semesters: TBA

Meeting times: TBA

DESCRIPTION: This course examines a number of concepts and topics that broadly constitute the discipline of geography under the key word ‘globalization’. One of the topics is the study of the ‘cities’ that has been dramatically changed over the decades. Moreover, by focusing on global migration, especially on immigrants and displaced persons, this course gives students knowledge of the life of people crossing the borders with a wide range of issues related to immigrants in the age of globalization.

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

- * Knowledge and understanding of geographic concepts, theory, and points of view;
- * Understanding of the relationship between nature and human being;
- * The ability to collect relevant information on a topic, to process and critically assess information in order to write a research paper, and to present the research to other students both orally and in writing;

STUDY MATERIALS:

<Textbooks> None

<Reference books, sources of readings and other information>

- * Kuby, M., Harner, J. and Cgober, P. (2004): *Human Geography in Action*. John Wiley and Sons.
- * Barrow, C.J. (1995): *Developing the Environment: Problems and Management*. Essex: Longman Scientific and Technical.
- * Charon, J.M. Vigilant, L.G. (2006): *Social Problems: Readings with Four Questions*. Belmont: Thomson.

ASSESSMENT:

30%: *Active participation in discussions and other class activities*

- You are expected to attend class, having completed the assigned reading on the syllabus in advance. Each class session will focus on one or more topics and be accompanied by appropriate readings.

- At entire module of the class students are required being active. Participation in discussion, commenting and questioning for other's presentation will be assessed.

25%: Homework assignments

- There will be a quiz on the day's assigned readings. The quizzes will be counted.
- Students will be required to prepare an oral presentation.

20%: Midterm exam

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

25%: Final exam

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

POLICIES: 5 absences result in grade 'F'.

COURSE FORMAT AND ACTIVITIES: Lecture and discussion

SCHEDULE:

<Week 1>

Theme/Theories/Key concepts: Introduction to the Course and Systematic Geography

Readings: none

<Week 2>

Theme/Theories/Key concepts: Human Impacts on the Earth

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Preserving the Planet: Human Impact on Environmental System. In *Human Geography in Action*. John Wiley and Sons. pp. 419-432.

<Week 3>

Theme/Theories/Key concepts: Geology and Climates

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Preserving the Planet: Human Impact on Environmental System. In *Human Geography in Action*. John Wiley and Sons. pp. 419-432.

<Week 4>

Theme/Theories/Key concepts: Points and Lines

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): True Maps, False Impressions: Making, Manipulating, and Interpreting Maps. In *Human Geography in Action*. John Wiley and Sons. pp. 1-9.

<Week 5>

Theme/Theories/Key concepts: From Point to Space

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy. In *Human Geography in Action*. John Wiley and Sons. pp. 247-251.

<Week 6>

Theme/Theories/Key concepts: Urban structure

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Reading the Urban Landscape: Census Data and Field Observation. In *Human Geography in Action*. John Wiley and Sons. pp. 275-284.

<Week 7>

Theme/Theories/Key concepts: Residential Segregation

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Do Orange and Green Clash? Residential Segregation in Northern Ireland. In *Human Geography in Action*. John Wiley and Sons. pp. 329-333.

<Week 8>

Theme/Theories/Key concepts: Perception and Behaviour in Urban Settings

Readings: none

<Week 9>

Theme/Theories/Key concepts: Intra-Urban Mobility, International Migration

Readings: Kuby, M., Harner, J. and Cgober, P. (2004): Newton's First Law of Migration: The Gravity Model. In *Human Geography in Action*. John Wiley and Sons. pp. 85-92.

<Week 10>

Theme/Theories/Key concepts: Immigrants in Europe

Readings: none

<Week 11>

Theme/Theories/Key concepts: Immigrants in the U.S. 1

Readings: none

<Week 12>

Theme/Theories/Key concepts: Immigrants in the U.S. 2

Readings: none

<Week 13>

Theme/Theories/Key concepts: Environment, Urban, and Social Issues 1

Readings: arbitrary one chapter from

- Barrow, C.J. (1995): *Developing the Environment: Problems and Management*. Essex: Longman Scientific and Technical.
- Charon, J.M. Vigilant, L.G. (2006): *Social Problems: Readings with Four Questions*. Belmont: Thomson.

<Week 14>

Theme/Theories/Key concepts: Environment, Urban, and Social Issues 2

Readings: arbitrary one chapter from

- Barrow, C.J. (1995): *Developing the Environment: Problems and Management*. Essex: Longman Scientific and Technical.
- Charon, J.M. Vigilant, L.G. (2006): *Social Problems: Readings with Four Questions*. Belmont: Thomson.

<Week 15>

Theme/Theories/Key concepts: Final Exam

Readings: none

LAW 160: The Constitution of Japan and Law
Spring Term: days of week and hours to be determined
Instructor: Tetsuya Toyoda

Course Goals

This course has two primary goals:

1. Students will acquire basic knowledge of the history and key features of Japan's current constitution.
2. Students will be expected to express their own opinions about the future of the Japanese constitutional system.

Course Description

The main subject matter of this course is Japan's two constitutions, the Meiji Constitution and the Constitution of 1946. We will acquaint ourselves with the historical context of the times in which they were created. Particularly attention will be paid to the Constitution of 1946 and its two essential components: the distribution of powers and the protection of human rights. The provisions of the constitution will be examined with cursory reference to the Japanese laws other than constitutional law.

Class Activities

Having carefully read assigned pages, students should come to class prepared to engage in discussions. Students are expected to form their own opinions on the subject matter prior to each session. The lecturer will question the students and expect them to raise questions. There will be brief quizzes at the end of class sessions.

Prior Academic Preparation

None.

Evaluation

Examinations 50%: Mid-term exam on 14th and final exam on 29th session. There will be multiple-choice questions and an essay question.

Take-Home Essay Exams 20%: Essay questions will be given on 7th and 19th sessions, to which students should give answers within one, double-spaced A4 paper by the last midnight before the 9th and 21st sessions by e-mail. Plagiarism will be severely punished.

Comprehension Quiz 10%: Multiple-choice questions at the end of each session.

Attendance 10%: Full attendance (i.e. without late arrival) to more than fourteen sessions is required to sit for the final examination.

Participation to Class Discussion 10%: Careful reading of assigned texts will always give birth to genuine questions and opinions you should present in the classroom. Stupid questions are appreciated better than silence.

Course Materials

Course Materials will be provided. Reference books will be put on reserve in the Library.

Course Schedule

I. INTRODUCTION

1. Course Introduction

2. What is the Modern Constitutionalism?

Required: Noriho Urabe, "What exactly is the Constitution?", a lecture at the Japan Institution of Constitutional Law workshop, Sep. 23, 2005.

II. PRECEDENT FOR THE CONSTITUTION OF 1946 : THE MEIJI CONSTITUTION

3. Democratic Movements and the Drafting of the Meiji Constitution

Required: Andrew Gordon, *A Modern History of Japan*, 2002, pp. 77-93 [Ch.6: Participation and Protest].

4. Status of the Emperor

Required: Hirobumi Ito, Miyoji Ito (trans.), *Commentaries on the Constitution of the Empire of Japan*, 3rd ed., 1931, pp. 1-10 [Ch. 1: The Emperor, Art. 1-5].

5. The Limited Modernity of the Meiji Constitution

Required: Andrew Gordon, *A modern History of Japan*, 2002, pp. 161-181 [Ch.10: Democracy and Empire between the World Wars].

6. Democracy under the Meiji Constitution

Required: Hirobumi Ito, Miyoji Ito (trans.), *Commentaries on the Constitution of the Empire of Japan*, 3rd ed., 1931, pp. 62-83 [Ch. 3: The Imperial Diet].

III. THE BIRTH OF THE CONSTITUTION OF 1946

7. The Defeat and the Constitutional Change

Required: Andrew Gordon, *A modern History of Japan*, 2002, pp. 226-244 [Ch.13: Occupied Japan: New Departures and Durable Structures].

8. American Draft of the New Constitution

Required: Shoichi Koseki, Ray A. Moore (trans. and ed.), *The Birth of Japan's Postwar Constitution*, 1997, pp. 68-97 [Ch. 4: A Week in a Secret Room: Writing the SCAP Draft].

9. Japanization of the Draft Constitution

Required: Shoichi Koseki, Ray A. Moore (trans. and ed.), *The Birth of Japan's Postwar Constitution*, 1997, pp. 111-140 [Ch. 6: The Struggle to Japanize the American Draft].

10. The "Ashida Amendment"

Required: Shoichi Koseki, Ray A. Moore (trans. and ed.), *The Birth of Japan's Postwar Constitution*, 1997, pp. 192-211 [Ch. 9: Behind the "Ashida Amendment" of Article 9].

11. The Reaction of the Far East Committee (FEC) members

Required: Transcript of 27th Meeting of the Far Eastern Commission, September 21, 1946

12. An Imposed Constitution?

Required: Shoichi Koseki, Ray A. Moore (trans. and ed.), *The Birth of Japan's Postwar Constitution*, 1997, pp. 212-227 [Ch. 10: Blooming Brightly in May: Popularizer of the Constitution].

13. The Key Features of the Constitution of 1946

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

14. Mid-Term Exam

IV. THE CONSTITUTIONAL POWERS AND DEMOCRACY

15. The Checks and Balances of the Three Powers

No assignment

16. The Popular Sovereignty and the Supremacy of the Parliament

Required: Kazuyuki Takahashi, "Contemporary Democracy in a Parliamentary System", Percy R. Luney et al.(eds.), *Japanese Constitutional Law*, 1993, pp. 87-108.

17. The Parliamentary Cabinet System

Required: Hitoshi Abe et al., James W. White (trans.), *The government and politics of Japan*, 1994, pp. 17-32.

18. The Cabinet and the National Administration

Required: Meryll Dean, *Japanese Legal System*, 2nd ed., 2002, pp. 193-211 [Ch. 4: Government and the Law].

19. The Constitutional Power of the Judiciary

Required: Percy R. Luney, "The Judiciary: Its Organization and Status in the Parliamentary System", Percy R. Luney et al.(eds.), *Japanese Constitutional Law*, 1993, pp. 123-150.

20. The New Status of the Emperor in Question

Required: Yoichi Higuchi, "The Constitution and the Emperor System: Is Revisionism Alive?", Percy R. Luney et al.(eds.), *Japanese Constitutional Law*, 1993, pp. 57-67.

V. THE FUNDAMENTAL RIGHTS OF CITIZENS AND THE JAPANESE LEGAL SYSTEM

21. The Right of Access to the Courts and the Japanese Judicial System

Required: Meryll Dean, *Japanese Legal System*, 2nd ed., 2002, pp.345-356 [Organization of the Court System]

22. The Constitutional Principles and the Criminal Procedure

Required: B.J. George, "Rights of the Criminally Accused", Percy R. Luney et al.(eds.), *Japanese Constitutional Law*, 1993, pp. 289-318.

23. The Administrative and the Rule of Law

Required: Itsuo Sonobe, *Administrative law in Japan*, 1999 [assigned pages to be determined].

24. The Right to Civilized Life and Social Welfare Legislation

Required: Akira Osuka, "Welfare Rights", Percy R. Luney et al.(eds.), *Japanese Constitutional Law*, 1993, pp. 269-288.

25. The Protection of Workers' Rights

Required: Kazuo Sugeno, Leo Kanowitz(trans.), *Japanese Employment and Labor Law*, 2002, ch. 2[Constitutional Provisions for Labor Law].

26. The Human Rights of Foreigners

Required: Chikako Kashiwazaki, "The politics of legal status : the equation of nationality with ethno-national identity", Sonia Ryang (ed.), *Koreans in Japan : critical voices from the margin*, 2000.

VI. REVISION OF THE CONSTITUTION?

27. Political and Diplomatic Contexts of the Revisionism

Required: Glenn D. Hook and Gavan McCormack, *Japan's Contested Constitution*, 2001, pp. 29-44.

28. Class Discussion and Review

29. Final Examination

HPE130 WALKING (1 credit hour)

Instructor's Name Midori Kuriyama

Email address midori-k@aiu.ac.jp

Office: TBA

Office Hours: TBA

Spring 2007

DESCRIPTION: This course is an activity class that incorporates 'Walking' as a means to improve physical and mental health. 'Walking' is the great exercise which brings lots of merits for our health like improving cardiovascular fitness, preventing from aging and exploring stress. Students will develop their knowledge of 'Walking' and learn the importance of this type of activities for maintaining a high level of the fitness.

OBJECTIVES: The emphasis of this course is to encourage individuals to make a lifetime commitment to a regular program of aerobic physical exercise with awareness of a variety of wellness enhancing practices.

1. To provide the opportunity for development of basic knowledge involved in walking.
2. To allow the students to learn skills that will improve the quality and length of their lives.
3. To prepare the students to make proactive choices that lead to a healthier lifestyle.

CLASS MATERIALS

Proper attire is required. Tee shirts, shorts, sweaters, training suits, etc. are fine.

Especially proper walking shoes are required. Dress appropriately for the weather.

ASSESSMENT

Class Participation: 40%

Assignments: 30%

Final: 30%

CLASS SCHEDULE

1st class: Course outline

- 2nd class: Walking form
- 3rd class: Checking Heart Rate (HR)
- 4th class: Proper shoes
- 5th class: Walking techniques
- 6th class: Walking accessories: pedometer
- 7th class: Exercise programming 1; Strength training
- 8th class: Exercise programming 2; Stretching
- 9th & 10th class: Hiking
- 11th & 12th class: Other Aerobic Exercises
- 13th & 14th class: Walking Course Map
- 15th class: Final

HPE 150: HEALTH AND PHYSICAL EDUCATION LECTURE (1 credit hour)
(Social Science Perspective of Sport and Leisure)

Instructor: Kiyotaka KATO, Ph.D.
Email: katok@aiu.ac.jp
Office: A-3 (ext. 5942)
Office Hours: TBA
Semester: Spring and Fall
Meeting Days/Time: TBA
Place: TBA

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 that 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 impact, they may also bring negative social impact 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 the course is to provide the students with a comprehensive understanding of sport through a social science perspective to critically analyze various aspects of sport.

STUDY MATERIALS: There is no required text book in this course. However, the instructor will give you reading assignments each time. Students should be prepared to discuss and answer questions about the reading assignments. Optional materials are the following:

1. Sage, G. H. (1998). Power and Ideology (2nd Ed.). Human Kinetics, IL: Champaign
2. Mullin, B. J., & Sutton, W. A. (2000). Sport Marketing (2nd Ed.). Human Kinetics, IL: Champaign

Social & psychological benefits

- Class 5 3) Sport Fans
 Fans & Spectators

Unit III. Sport & Commercialism

- Class 6 1) Sport Marketing
Class 7 2) Olympic Games
Class 8 3) Professional Sports Leagues
 Japan & U.S.
Class 9 4) Big Time College Sports
 Examples from the United States
Class 10 5) Sport & Media

Unit IV. Sport and Community

- Class 11 1) Sport and City
 Building city through sport
Class 12 2) Sport and Local Community

Unit V. Issues in Sport

- Class 13 1) Sociological Issues in Sport
Class 14 2) Ethical Issues in Sport

Class 15 Final Exam

MAT115-1 COLLEGE ALGEBRA (4 credit hours)

Instructor: Marcin SCHROEDER

Office hours: TBA

e-mail: mjs@aiu.ac.jp

Semesters: Spring, Fall

Classroom: A303

Office: C7

Phone: 886-5984

Meeting times: M, W 12:10-13:55

DESCRIPTION: This is an introductory level course in college mathematics with an emphasis on algebraic concepts and methods. The material of the course includes all standard topics in algebra necessary for a subsequent mathematical education in courses such as calculus, linear algebra, or for continuing study in a wide variety of courses using mathematical formalisms or models. The topics include: sets as foundations for mathematical theories; development of the concept of numbers (from natural up to complex) and operations on them; equations and inequalities in one and many variables, their geometric interpretation and methods of solving; polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphic representation. Many concepts in this course may be or may seem familiar to students with a good high school background, but the approach, focused on good understanding of the conceptual framework and of the methods used in problem solving, will provide quite a new experience and knowledge. As a component of the Liberal Arts program, the course develops skills in thinking at a high level of abstraction and with an increased level of precision. For second language learners, the course is an opportunity to learn English terminology for mathematical sciences.

OBJECTIVES: This course has two sets of objectives that are related to its two complementary functions in the curriculum. It provides students with mathematical knowledge and skills necessary for a subsequent mathematical education in courses such as calculus, or for study in courses that use mathematical formalisms or models. Thus, students who will elect the Global Business Program have to complete College Algebra as a required course preparing for business related courses that directly apply concepts or methods of algebra, or which use the intellectual discipline of mathematics necessary to construct and to properly and efficiently utilize formal models, as well as to solve problems conceptualized in terms of mathematics.

The second function of this course is relevant for all students, no matter what is or will be their choice of Advanced Education. College Algebra is a course in which students

can develop skills and competencies which belong to the Liberal Arts education. The most obvious skill is the ability to understand and to perform an analysis of quantitative data and to build quantitative models of the subject of inquiry. In a more general perspective, students learn how to think at a high level of abstraction within and outside of the quantitative approach. They are acquainted with methods of transition between several different modes of reasoning, for instance between the geometric - visual approach and the algebraic - verbal. The most basic, but not simple, goal of this course is to develop in students an awareness of the need to recognize the scope of applicability for methods that they have already learned in high school, but which they apply uncritically, often in an erroneous context. Upon successful completion of the course, students should be able to solve a wide range of problems that require reasoning based on abstract methods, typically in unfamiliar contexts or in situations that require a novel, nonstandard approach. Students should be able to not only apply the methods studied in the course, but also to justify the choice of an appropriate method for solving a particular type of the problem and to demonstrate knowledge of the concepts that they use.

STUDY MATERIALS:

<**Textbook**> Earl W. Swokowski, Jeffery A. Cole, Algebra and Trigonometry with Analytic Geometry, 10th ed., Brooks/Cole, 2002. ISBN 0-534-43556-4

<**Reference books, sources of readings and other information**> Virtually all currently available introductory textbooks in this subject are perpetuating errors of unjustified oversimplification or misinterpretation of mathematical concepts and methods. 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 that some portions of the material in the textbook are replaced by handouts prepared by the instructor. 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.

Although calculator will not be necessary in this course, it may be useful in completing assignments. Students may use calculators or dictionaries in class or during tests.

ASSESSMENT: Student achievement of the course objectives is being measured in terms of student performance in completing homework assignments (25%,) solving problems on the Midterm Test (25%,) and on Final Examination (50%).

Each day of classes students will get homework assignment consisting of a selection of problems related to the material covered in class. The solutions of ALL assigned problems should be turned in before or during next class meeting. Each time only one out of all assigned problems will be graded, but it does not limit students' responsibility to attempt solving all problems. The total value of credit for homework assignments has maximum of 100 points out of 400. Midterm exam has the value of 100 points out of 400, final exam of 200 points out of 400.

Although the focus of the course is on the understanding of the concepts and methods, students are not tested on their verbal knowledge of definitions or theorems. Neither lecture, nor tests are involving proofs of theorems which have to be memorized or which require extensive practice of proving methods. However, there are frequent examples in the lecture and in the assignments of homework which introduce students into mathematical thinking equivalent to proving very simple theorems. To avoid arising anxiety, they start not from the words "Prove that...," but from "Show that...," however, each solution of such a problem consists of a mathematical proof or demonstration of the statement in the problem. The principle is that whatever reasoning is demonstrated in the class (and expected from students on the tests,) should be at least in principle doable by the students themselves with appropriate guidance from the instructor. For that reason, proofs requiring proficiency in mathematical reasoning exceeding that expected from all students are omitted.

In the grading of tests, majority of credit is for correctness of the method and for demonstrated understanding of the material. Calculation errors are mostly ignored.

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing for the course. Good high school background will make studying in this course easier, but even students who went through high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. Actually, the course is recommended at the introductory stage of Basic Education when students are working on the development of language competence necessary for the more demanding courses in Humanities or Social Sciences.

POLICIES: 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.

COURSE FORMAT AND ACTIVITIES: Generally, class sessions have format of lectures with frequent interactions between the instructor and students in form of questions and answers. Students are working outside of the class on assigned problems. Each class session begins from the time for students' questions regarding difficulties in the homework or in the material from last session. Occasionally computer aided presentations may be used to make understanding of the material of the class easier.

The classes have increasingly abstract level of the concepts and methods. At the beginning, there is frequent reference to practical models or interpretations. With time, there is increasing emphasis on the understanding of the structural elements of the mathematical objects in separation from their concrete representation in everyday experience. Thus, while at the beginning of the course students are frequently shown direct applications of mathematics to solving problems belonging to everyday experience, with time focus is shifting to the relationship between mathematics and other fields of intellectual inquiry.

SCHEDULE: (The numbers of pages and numbers of problems are referring to the textbook)

Homework assignments are due on the next day of classes. Late homework can be submitted with some delay in justified cases. However, **NO HOMEWORK WILL BE ACCEPTED AFTER THE DEADLINES LISTED BELOW** for each chapter!

- 1) Handout H.1 Basic concepts of set theory
 Handout H.1. Concept of a natural number
 Assignment: TBA

- 2) Handout H.2: Set operations, Venn diagrams. Counting techniques
 Assignment: Problem #2 in the handout
 1.1 Real Numbers
 Assignment: p.13: #7,17,21,23,27

- 3) 1.2 Exponents and Radicals
 Assignment: p.25: #21,29,49,67,83
 1.3 Algebraic Expressions
 Assignment: p.38: #17,35,59,99,101

- 4) 1.4 Fractional Expressions
Assignment: p.47: #23,31,43,51,59; p.52#4
2.1 Equations
Assignment: p.60: #17,31,35,47,51,57
- 5) 2.2 Applied Problems
Assignment: p.71: #5,7,11,13,15
2.3 Quadratic Equations
Assignment: p.84: #11,15,25,29,33,43
- 6) 2.4 Complex Numbers
Assignment: p.94: #17,23,31,37,53
2.5 Other Types of Equations
Assignment: p.100: #5,9,11,25,27,31,49
- 7) 2.6 Inequalities
Assignment: p.110: #31,37,41,55,59,69
2.7 More on Inequalities
Assignment: p.118: #19,25,27,29,33,37

DEADLINE FOR HOMEWORK ASSIGNMENTS IN THE HANDOUT AND
CHAPTER 1. NO HOMEWORK FROM THIS PART OF THE COURSE WILL BE
ACCEPTED LATER!

- 8) 3.1 Rectangular Coordinate Systems
Assignment: p.130: 7,13,15
3.2 Graphs of Equations
Assignment: p.141: #21(*for 1,5,7,15,17*),25,37,47
- 9) 3.3 Lines
Assignment: p.153: #9,15,19,27,29,47
3.4 Definition of Function
Assignment: p.169: #15,21,23,29,39,49,55
- 10) 3.5 Graphs of Functions

Assignment: p.181: #3,39a,e,i,k,41,49,53

3.6 Quadratic Functions

Assignment: p.192: #9,17,25,29

11) 3.7 Operations on Functions

Assignment: p.202: #7,9,21,33,41,59

3.8 Inverse Functions

Assignment: p.213: #9,17,23,31,37,45

END OF MATERIAL FOR THE MIDTERM

DEADLINE FOR HOMEWORK IN CHAPTER 2!

12) 4.1 Polynomial Functions of Degree Greater Than Two

Assignment: p.237: #7,15,27,33

4.2 Properties of Division

Assignment: p.245: #9,13,19,23,29,35,39

13) MIDTERM (HANDOUTS, CHAPTERS 1- 3) 100 POINTS

ALL HOMEWORK ASSIGNMENTS FROM CHAPTER 3 MUST BE SUBMITTED BEFORE OR ON THE DAY OF MIDTERM!

14) 4.3 Zeros of Polynomials

Assignment: p.256: #5,13,17,33,37

4.4 Complex and Rational Zeros of Polynomials.

Assignment: p.264: #7,13,17,19,21,23,27

15) 4.5 Rational Functions.

Assignment: p.279: #7,11,15,21,29,37

REVIEW

16) 5.1 Exponential Functions

Assignment: p.293: #15,19,25

5.2 The Natural Exponential Function

Assignment: p.302: #3,13,21,35

17) 5.3 Logarithmic Functions

Assignment: p.315: #3,13,35,37

5.4 Properties of Logarithms

Assignment: p.326: #11,21,23,25

- 18) 5.5 Exponential and Logarithmic Equations
Assignment: p.336: #11,17,19,21,23,31
6.2 Trigonometric Functions of Angles
Assignment: p.369: #9,11,31,35,39,53
- 19) 6.3 Trigonometric Functions of Real Numbers
Assignment: p.387: #3,13,19,21,51,57
6.4 Values of the Trigonometric Functions
Assignment: p.397: #3,11,13,15,17
- 20) 6.5 Trigonometric Graphs
Assignment: p.408: #3e,f,5,9,29,43
6.6 Additional Trigonometric Graphs
Assignment: p.417: #15,25,35,57,63

DEADLINE FOR HOMEWORK FROM CHAPTERS 4 & 5!

- 21) 7.3 The Addition and Subtraction Formulas
Assignment: p.464: #5,11,12,21
7.4 Multiple Angle Formulas
Assignment: p.474: #5,9,11,17
- 22) 8.5 Trigonometric Form of Complex Numbers
Assignment: p.552: #3,13,19,25,47,49,57
8.6 De Moivre's Theorem and nth Roots of Complex Numbers
Assignment: p.558: #5,9,13,15,19,27
- 23) Review of the material about equations
9.1 Systems of Equations
Assignment: p.570: #3,7,11,19,25

DEADLINE FOR HOMEWORK IN CHAPTERS 6 & 7!

- 24) 9.2 Systems of Linear Equations in Two Variables

Assignment: p.579: #3,9,11,19

9.3 Systems of Inequalities

Assignment: p.587: #5,13,15,29

25) 9.4 Linear Programming

Assignment: p.596: #1,3,5,7,9

9.5 Systems of Linear Equations in More Than Two Variables

Assignment: p.611: #1,5,13,17,19

ALL HOMEWORK ASSIGNMENTS MUST BE SUBMITTED BEFORE OR ON
NEXT DAY OF CLASSES

You DO NOT have to turn in the homework 9.6-9.9, and you do not get credit for these
assignments. .

26) 9.6 The Algebra of Matrices*

Assignment: p.621: #7,11,15,17,26

9.7 The Inverse of Matrix*

Assignment: p.627: #1,3,5,11,13,19

27) 9.8 Determinants*

Optional Assignment: p.633: #3,11,13,15,17,19,29,33

9.9 Properties of Determinants*

Optional Assignment: p.640: #5,21,27,31,39,41.

28) REVIEW

29) COMPREHENSIVE FINAL EXAMINATION (HANDOUTS & CHPTS. 1-6,
selected sections of 7 &8, 9).

* The schedule of additional topics 9.6-9.9 is tentative. The material will be covered, if
time permits.

MAT 115 College Algebra (4 credit hours)

Instructor: Yasushi NARA

Office hours:TBA

e-mail: TBA

Semesters:Spring,Fall

Office: TBA

Phone: TBA

Meeting times:TBA

Description:

This is an introductory level course in mathematics with emphasis on algebraic methods. The material of the course includes standard subjects necessary to solve real life problems, for instance, from business and economics, life and social sciences. The topics include sets and functions, natural, real, complex numbers, trigonometry, matrices, polynomial, exponential, logarithmic functions, linear, quadratic and other polynomial equations, graphical representations of functions. This course emphasizes on logical and conceptual aspects of mathematics rather than merely focusing on the developing computational skills in mathematics. Development of students' understanding of mathematical/abstract concepts will be supported by appropriate examples and practical applications.

Objectives:

First of all, one of objectives in this course is to provide students with skills in mathematical thinking, especially in quantitative reasoning which is one of the most critical and fundamental aspects of the Liberal Arts program. Secondly, students will develop skills in the applications of mathematical concepts in their areas of study and interest.

Note that the latter goal cannot be achieved without achieving the first goal.

Study Materials:

Earl W. Swokowski, Jeffery A. Cole,
"Algebra and Trigonometry with Analytic Geometry"
10th ed, Brooks/Cole, 2002.

Assessment:

The components of your grade are the following:

Homework: 25%

Midterm Examination: 25%

Final Examination: 50%

Expected Academic Background:

There are no prerequisites for this course.

Course Format and Activities:

Class sessions have format of lectures, however questions, even when frequent, are always very welcome.

Schedule:

Week 1: Set theory, natural numbers, real numbers

Week 2: exponents and radicals, algebraic expressions.

Week 3: Quadratic equations, complex numbers, equations.

Week 4: Inequalities.

Week 5: Rectangular coordinate systems, graphs of equations, lines,
definition of a function, graphs of functions.

Week 6: Polynomial functions of higher degree, properties of polynomial
division, rational, real and complex zeros of polynomials, rational
functions.

Week 7: Exponential and logarithmic functions, exponential and logarithmic equations.

Week 8: Midterm examination. Trigonometric functions.

Week 9: Trigonometric form of complex numbers.

Week 10: Systems of equations, systems of linear equations in many variables.

Week 11: Systems of linear inequalities, linear programming.

Week 12: Algebra of matrices, inverse matrix.

Week 13: Properties of determinants.

Week 14: Partial fractions.

Week 15: Final Examination.

MAT210 STATISTICS (4 credit hours)

Instructor: Marcin SCHROEDER

Office hours: TBA

e-mail: mjs@aiu.ac.jp

Semesters: Spring, Fall

Classroom: A303

Office: C7

Phone: 886-5984

Meeting times: T,R 12:10-13:55

DESCRIPTION: This is an introductory college level course in probability and statistics with an emphasis in the latter on the practical applications and on the use of statistical software, but without direct reference to methods that require knowledge of calculus. The material of the course includes all standard topics necessary for subsequent education in more advanced courses in statistics. Students learn all methods of the descriptive and inferential statistics necessary to carry on basic research. The topics in descriptive statistics include frequency distributions, data display, the measures of central tendency and of variability of data, linear correlation and regression in one dimension. In inferential statistics: sampling distributions, z-tests, t-tests, introduction to ANOVA, chi-square tests, and other non-parametric methods.

The part of the course devoted to (finite) probability theory introduces students to its basic conceptual framework, from the axioms of Kolmogorov to the Law of Large Numbers. The emphasis is on good understanding of the concepts to which there is frequent reference in statistics, and which give students an ability to operate in uncertain situations of limited, incomplete information. The latter makes this course an important component of the Liberal Arts program, complementing the skills and competencies acquired in College Algebra.

OBJECTIVES: This course has two sets of objectives related to its two complementary functions in the curriculum. It provides students with the knowledge and skills necessary for subsequent courses in statistics or courses which use statistical methods for the analysis of data. Thus, students who will elect the Global Business Program have to complete Statistics as a required course, preparing them for business related courses that directly use the concepts or methods of statistics or probability, or which require competence in data analysis.

The second function of this course is relevant for all students, no matter what is or will be their choice of Advanced Education. Statistics is a course in which students can develop skills and competencies that belong to the Liberal Arts education. In particular,

upon successful completion of the course, students should be able to design and carry on quantitative or qualitative research in an arbitrary discipline that requires statistical methods of collecting data and their analysis. Also, after studying probability, students will be able to make decisions in uncertain situations when the use of the common sense is not only ineffective but can result in very serious errors. In particular, students will be aware of typical fallacies in dealing with problems arising when access to information is limited.

STUDY MATERIALS:

<**Textbook**> Chris Spatz, BASIC STATISTICS: Tales of Distributions, 8th ed. Wadsworth Thomson Learning, Belmont, CA. ISBN 0-534-61137-0. The textbook can be purchased at AIU Secretariat.

Part of the course related to probability theory will be taught using a textbook available free on the internet: Charles M. Grinstead, J. Laurie Snell, INTRODUCTION TO PROBABILITY. <http://www.dartmouth.edu/~chance/>

<**Reference books, sources of readings and other information**> In order to adjust the material of the textbook to the objectives of the course it will be necessary to use some additional materials distributed in the class in the form of handouts.

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.

Calculator with all arithmetical functions (including the square root function) will be necessary. Students may and should use calculators in class or during tests.

Software for computer assignments will be available in the computer lab.

ASSESSMENT: Student achievement of the course objectives is being measured in terms of student performance in completing homework assignments (20%,) computer lab assignments (20%,) solving problems on the Midterm Test (20%,) and on the comprehensive Final Examination (40%).

Each day of the classes students will get homework assignment consisting of a selection of problems related to the material covered in class. The solutions of assigned problems should be turned in before or during next class meeting. Each time only one out of all assigned problems will be graded. Also, (in the later part of the course) students will get assignments to be done with the use of statistical computer software.

In the evaluation of homework assignments and tests the emphasis is on correct application of the methods studied in the course. In the part of the course related to

probability, students have to demonstrate the ability to formulate the problems in mathematical terms and to apply correct methods in their solution.

ACADEMIC PREPARATION: There is no expected academic work at the college level preparing for the course. Good high school background in mathematics will make studying in this course easier, but even students who went through high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. However, much more extensive readings in the textbooks and handouts require higher level of language proficiency than in College Algebra.

POLICIES: Acts of cheating or other forms academic dishonesty will be dealt with harshly. Students may work together on their computer assignments, but every student must prepare individually and without help of others his/her report. Copying someone's report is considered an act of cheating.

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.

COURSE FORMAT AND ACTIVITIES: Generally, class sessions have format of lectures with frequent interactions between the instructor and students in form of questions and answers. Students are working outside of the class on assigned problems. Each class session begins from the time for students' questions regarding difficulties in the homework or in the material from last session. Occasionally computer aided presentations may be used to make understanding of the material of the class easier.

In the second half of the course, students get assignments of problems to be solved using statistical software and computers (own or those in the computer lab).

The last of the computer assignments is a more extensive project of students' own design.

SCHEDULE: (The numbers of pages and numbers of problems are referring to the textbook)

The number in the first column indicates subsequent sessions ("days") of the course, the numbers in the second column indicate chapter in the textbook, the asterisks * indicate

the online textbook for probability theory. Computer assignments will be announced later.

- 1) 1 Introduction pp. 1-19
Assignment: p. 9#2; p. 19#4,5,6,7.
- 2) 2 Frequency Distributions and Graphs pp. 24-38
Assignment: p.29#1,3; p.33#6; p.39#14
- 2) 3 Central Tendency and Variability pp. 41-67
Assignment: p.47#1,2,4; p.53#8; p.56#13; p.60#15; p.67#25
- 4) 4 Other Descriptive Statistics pp. 70-82
Assignment: p.73#1,4,6; p.77#7,8; p.82#10
- 3) 5 Correlation and Regression pp. 85-115 (plus Handout)
Assignment: p.93#3,4; p.97#5,6; p103#8,11,13; p.115#18.
- 4) Handout: Introduction to the Concept of Probability
Assignment: in handout
- 5) 1.2* Discrete Probability Distributions pp. 18-29 (on-line)
Assignment: p.35#1,4,5,6,7,8,14.
- 6) 2.2* Continuous Probability Densities pp. 59-68 (on-line)
Assignment: TBA
- 7) 3* Combinatorics pp. 75-81 & 92-101 (on-line)
Assignment: p. 88#2,3,6,13; p.113#2,3,8,10,12,19,20.
- 8) 4* Conditional Probability pp. 133-147 (on-line)
Assignment: p.150#1,2,4,7,8,12,14,15,18,29.
- 9) 5* Distributions and Densities pp. 183-192 (on-line)
Assignment: p.197#1,7,8,13,14.
- 10) 6* Expected Value and Variance pp. 225-234 & 257-262 (on line)
Assignment: p.247#1,2,4,5; p.263#1,2,4,5,7,9,11.
- 11) 8* Law of Large Numbers pp. 305-310 (on-line)
Assignment: p.312 #1,5,7
- 12) REVIEW
- 13) 6 Theoretical Distributions Including Normal Distribution pp. 120-140
Assignment: p.129#7,8; p.131#10; p.133#11,13,14; p.136#16,17; p.139#23.
- 14) 7 Samples, Sampling Distributions, and Confidence Intervals.
pp. 142-164
Assignment: p.148#6; p. 151#8,10; p.155#12,13,14,17; p.160#19;
p.164#23.
- 15) MIDTERM (material from classes 1-11)

- 16) Introduction to Hypothesis testing
- 17) 8 Hypothesis Testing and Effect Size: One-Sample Designs pp. 168-190
Assignment:p.173#3; p.177#8,9,10,11; p.184#13,14,17,18,20;
p.188#26.
- 18) 9 Hypothesis Testing, Effect Size, and Confidence Intervals:
Two-Sample Designs pp. 193-219; Assignment: p.197#3; p.202#7;
p.206#10; p.210#14,15,17; p.216#18,22; p.220#29.
- 19) Review of t-Test
- 20) 10 Analysis of Variance: One-Way (HANDOUT) pp.346-370
Assignment: p.371:# 22.10, 22.11, 22.12
- 21) 11 Analysis of Variance: Two-Way HANDOUT pp. 376-394
Assignment: p. 394:#23.2, 23.6, 23.11
- 22) Review of Analysis of Variance
- 23) 13 Parametric and Non-parametric Methods
- 24) 14 Chi-square Test: One-way (HANDOUT) pp.400-407
Assignment: p.406#24.2, p.418#24.7, 24.8,
- 25) Chi-square Test – Two-ways pp.407-419
Assignment: p. 419:#24.11, 24.12, 24.14.
- 26) 15 Choosing Tests and Writing Interpretations pp. 345-351
- 27) More About Statistical Software - Presentations
- 28) More About Statistical Software - Presentations
- 29) FINAL EXAMINATION

PHI 150 : Introduction to Philosophy (3 hour credits)

Instructor's Name: Don Nilson

Course Description:

The aim of philosophy is to seek broader perspectives on, and greater understanding of, central human issues about what we know, the kinds of things that exist, and what is of lasting value or worthwhile. Thus philosophy addresses questions about the self, human liberty & happiness, art, knowledge, morality, and so on. We have only one life to live and the central question of philosophy is : “in what ways and how well will you live your life?” In this introductory course, we will look at the work of certain (ancient & recent) philosophers. Through studying their work, we will seek to become better informed about what we know and about how to effectively lead our lives in light of various beliefs about what matters in life. We will seek to clarify and rationally develop our own individual philosophical points of view. Thus, in this course you will try to clarify and express your own philosophy.

The remaining part of the syllabus is in preparation.

PLS150 POLITICAL SCIENCE (3 credit hours)

Instructor: Rei SHIRATORI

Office hours: Tuesday 10.00 – 12.00

Office: B-2

Website: <http://www2n.biglobe.ne.jp/~rei/index.htm>

e-mail: rei@aiu.ac.jp

Semesters: TBA

Meeting times: TBA

DESCRIPTION: In this course we will examine contemporary political science by taking a broad view of the theoretical systems that underpin this field of study. The first introductory lecture, entitled “Politics and Political Science,” outlines the basic preliminary points needed to study political science, the objectives and methods of contemporary political science, and the special features of contemporary social science. The lectures of the first half of the semester provide an analysis of the basic concepts of political science, including “social and political systems”, “political cultures”, “power and authority”, “state and nation” and a look at the actors in the political system, such as the roles of “political parties” and “bureaucratic organizations”. The lectures of second half of the semester, utilizing the knowledge gained in the lectures from the first half of the semester, examine the various democratic theories of the contemporary world, such as “the theory of Polyarchy” developed by R. A. Dahl and “the theory of Consociational Democracy” proposed by Arendt Lijphart.

OBJECTIVES: Our aim is to understand methods to solve problems and conflicts of the contemporary world through theories of democracy. These theories provide a political science framework that enables us to understand real world of politics in a systematic way.

STUDY MATERIALS:

<Textbooks>

Dahl, Robert A., Modern Political Analysis, 5th edition, Prentice-Hall, 1991

<Reference books, sources of readings and other information>

1. Shiratori, Rei. Theory of Political Development. Toyo Keizai Shimposha. (白鳥 令著 『政治発展論』 (抜粋) 東洋経済新報社)
2. Shiratori, Rei and Yasunori Sone eds. Contemporary Democratic Theories.

Shin Hyoron. (白鳥 令他編 『現代世界の民主主義理論』新評論)

3. A list of other reference books will be provided at the beginning of the course.

ASSESSMENT: Student achievement will be measured in terms of performance in the following three areas.

1. Examination at the end of first half (40%)
2. Examination at the end of second half (40%)
3. One (or two) assigned essay(s) (20%)

COURSE FORMAT AND ACTIVITIES: Generally, class sessions will be conducted in lecture style. Lectures are designed to familiarize students with the basic concepts and theories of political science. Frequently, news articles will be used to demonstrate how to analyze the political issues facing real societies. Students will be required to discuss the validity and application of theories in class.

SCHEDULE:

1st Week	Politics and political science: Introduction
2nd Week	Social systems and political systems
3rd Week	Political cultures
4th Week	Political parties (1): Definition and functions
5th Week	Political parties (2): Organization and typologies of parties
6th Week	Political parties (3): Party system
7th Week	Bureaucracy
8th Week	Mid-term examination
9th Week	Classical theory of democracy in Athens
10th Week	The theory of “Another Democracy” by J. A. Schumpeter
11th Week	The theory of “Polyarchy” by R. A. Dahl
12th Week	The theory of “Elective Polyarchy” by G. Sartori
13th Week	The theory of “Consociational Democracy” by A. Lijphart
14th Week	“Structural Violence” and “Theory of Imperialism” by J. Galtung
15th Week	Final Examination

SOC 180: SOCIOLOGY (3 hour credits)

Instructors Name: John Gulick

Office: C8

E-mail: jgulick@aiu.ac.jp

Office hours: TBA

Semesters: Spring, Fall

Course Description

This course introduces students to sociology, the systematic study of patterned human behavior. Students are provided with a survey of the leading theoretical frameworks and analytic concepts of the discipline; accordingly, they are furnished with a basic sense of what questions sociologists typically address and the trademark manner in which sociologists do so.

The relevance of sociology in the Twenty-first Century depends on the ability of the discipline to offer its unique perspective on two phenomena increasingly shaping the fate of human groups all over the world: intensifying global interconnectedness and emerging environmental crises. More so than might normally be the case in an Introduction to Sociology course, then, this course will pay special attention to the global system as a unit of analysis in the sociological enterprise, to transnational subject matter, and to the social dynamics and consequences of human transformation of the natural environment.

Course Objectives

The course is geared toward equipping students to see and comprehend the world through a sociological lens – an outcome that is its own reward for anyone who values a liberal education and/or seeks to become a critical citizen of the world community. The course also stresses the acquisition and application of elementary sociological concepts, a must for students contemplating intermediate and advanced study in the social sciences in general and sociology in particular. Finally, the course specifically aims to sensitize students to the distinctive light that sociology might shed on the most monumental global issues of our time, as well as to the ways in which the discipline might be reformed to better accomplish this mission.

Study Materials

- Ferrante, Joan. 2006. *Sociology: A Global Perspective*. Sixth Edition. Thomson/Wadsworth.
- Other readings to be announced, placed on library reserve.

Assessment

On occasion, class time will be allocated to facilitated discussion of relevant issues. I will announce the nature of the discussion exercise in advance – it might focus on key passages in the assigned reading, on themes featured in documentary videos, on controversial issues that came up in previous discussions, or something else – and I will expect students to come to class prepared to participate in said exercise. Participation in discussion will count toward 10% of the overall grade. Periodically contributing comments that reflect thoughtful engagement with course material will earn students full credit for participation.

There will be three in-class exams, including the final. The first will be worth 40% of the overall grade; the second and third will each be worth 25% of the overall grade.

Expected Academic Background

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

Format and Activities

Class sessions will be comprised of a mixture of lectures, documentary screenings, large group discussions, and small group exercises.

Policies

Students will be e-mailed outlines of lecture notes. To ensure that students do not abuse the privilege of having on-line access to these outlines, attendance will be taken on a regular basis. A student's attendance record will be used to adjudicate cases in which his/her final grade rests on the boundary between a higher and a lower grade; in this type of situation, students with three or less unexcused absences will be given the benefit of the doubt.

Students should disable all cellular phones and other electronic and wireless gadgets before entering the classroom!

Schedule

Week I: Introduction to the course. The sociological imagination.

Reading: Ferrante, Chapter One.

Week II-III: Theoretical perspectives and methods of social research.

Reading: Ferrante, Chapter Two.

Week IV-V: Culture, social organization, and economics and politics.

Reading: Ferrante, Chapters Three, Six (skim), and Eleven (skim).

Documentary video: *The Golf War*.

Week VI-VII: Social interaction and the construction of reality.

Reading: Ferrante, Chapter Five.

Documentary videos: *The Persuaders*; *Constructing Public Opinion*; *Toxic Sludge is Good for You*.

In-class exam #1

Week VIII: Social stratification (and social class).

Reading: Ferrante, Chapter Eight.

Documentary video: *American Dream*.

Week IX-X: Race, ethnicity, and gender.

Reading: Ferrante, Chapters Nine and Ten.

In-class exam #2

Week XI-XII: Social change in an age of global interdependence.

Reading: Ferrante, Chapter Sixteen.

Documentary video: *The Fourth World War*.

Week XIII-XIV: The co-evolution of human society and the natural environment, peak oil, and anthropogenic climate change.

Reading: Richard Robbins, *Global Problems and the Culture of Capitalism*, Chapter Seven (on reserve).

Documentary videos: *Extreme Oil; The Power of Community – How Cuba Survived Peak*

Oil; Hot Planet, Cold Comfort.

Week XV: Course review.

Final exam

IST 130 Introduction to Global Studies

Spring 2007

Instructor: C. Kenneth Quinones Office:

Office Telephone

E-mail:

Course Goals

Class participants will learn the meaning of “globalization” and the basic concepts and vocabulary associated with this phenomena as viewed from different academic disciplines (history, economics, 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.

Course Description

This is a required Basic Education course. The concept of “globalization” has become an increasingly popular term to describe a wide variety of world wide trends. A team of professors from different academic disciplines (history, economics, political science and sociology) will introduce the class in a series of lectures to the various meaning of “globalization” and the basic concepts and vocabulary associated with this phenomenon.

Classroom Activities

Students will receive lectures, and be tested on the lectures’ content and assigned readings.

Prior Academic Preparation

No prior academic preparation is required.

Evaluation

Participation in class discussions	20%
Mid-term examination:	30%
Final examination:	50%

Course Materials

Mineo Nakajima, *Kokusai kankeiron: doujidaishi eno rashinban*. (International Relations: A Compass for Contemporary History). Tokyo: *chuuko shinsho*. 2001. 15 pages.

Pietra Rivoli, *The Travels of a T-shirt in the Global Economy: An Economist Examines the Markets, Power and Politics of World Trade*. New York: John Wiley & Sons Inc., 2005.

Class Schedule

Week 1.	Session A. Lecture: Professor Nakajima - Globalization Session B. Lecture: Professor Nakajima – Globalization
Week 2.	Session A. Lecture: Professor Quinones – Globalization as an Historical Concept Session B. Lecture: Professor Quinones – Imperialism and Marxism

- Week 3. Session A. Lecture: Professor Quinones – Westernization or
 Modernization
 Session B. Discussion of terms
- Week 4. Session A. Lecture: Professor Gulick – Globalization as a
 Sociological Phenomenon
 Session B. Lecture: Professor Gulick - Industrialization
- Week 5 Session A. Lecture: Professor Gulick – Urbanization
 Session B. Discussion
- Week 6. Session A. Lecture: Professor Kurashina – International Relations
 and Globalization
 Session B. Lecture: Professor Toyoda – International Organization
 and Globalization
- Week 7. Session A. Lecture: Professor Toyoda – International Law and
 Globalization
 Session B. Discussion
- Week 8 Session A. Review
 Session B. Mid-term Examination
- Week 9 Session A. Lecture: Professor Yamamoto: Globalization as an
 Economic Concept
 Session B. Lecture: Professor Yamamoto: Globalization and World
 Trade
- Week 10. Session A. Professor Yamamoto: Globalization and International
 Financial Organizations
 Session B. Discussion
- Week 11. Session A. Democratization
 Session B. Authoritarianism
- Week 12. Session A. Capitalism vs. Communism
 Session B. Capitalism vs. Communism
- Week 13. Session A. Globalization and the Environment (global warming,
 pollution, etc.)
 Session B. Globalization and health (pandemics)
- Week 14. Session A. Lecture: Professor Schroeder - Technology
 Session B. Lecture: Computerization and Globalization
- Week 15. Review
- Week 16. Final examination

CHN110: CHINESE I: AN INTRODUCTION TO STANDARD CHINESE (2 credit hours)

Instructor: Naoya Yamazaki

DESCRIPTION: This course is for beginners in Chinese language . In this course students can acquire a synthetic educational foundation in Chinese, including pronunciation, tones, grammar, basic vocabulary and other components within the semester of study . However, no priority will be given to any one of the four language skills—listening , speaking , reading and writing so that students can have a well - balanced learning experience even from the beginning . Students can master not only basic vocabulary, basic grammar and expressions but also will learn simple daily conversation in Chinese. To keep track of progress and assure advancement in Chinese language study , a test will be given about once per month .

The remaining part of the syllabus is in preparation.

DEM220 DEMOGRAPHY (3 credit hours)

Instructor: Kyoko OKABE, PhD

Office hours: TBA

e-mail address: k-okabe@aiu.ac.jp

Semesters: Spring

Meeting times: TBA

DESCRIPTION: This course seeks understanding of structure and distribution of the world's population both at global and regional levels, differentials in age and sex composition, and variation in rates and patterns of fertility, mortality and migration. The course examines the demographic events by introducing the definitions and terms, and the interplay between demography and socio-economic factors, and a critical evaluation of some of the main explanations are further discussed. The course mainly consists of social demography which explores substantive issues with respect to population policies and current demographic characteristics of modern and traditional societies. In addition, derivation of average life expectancy is introduced through the study of Life Tables.

OBJECTIVES:

Students are expected to be able to;

- theoretically demonstrate the similarities and divergences in worldwide demographic problems
- numerically analyze fertility, mortality, nuptiality and migration
- compose basic life table and interpret the model conclusively acquire general knowledge required for the UN NCRE in demography

STUDY MATERIALS:

<**Textbooks**> None

<**Reference books, sources of readings and other information**>

Handouts will be given out based on the following books;

- ◇ Yaukey, D. and Anderton, D.L. (2001), *Demography: The study of Human Population* 2nd edition, Waveland Press. ISBN 1-57766-175-3
- ◇ Pillai, V.K., and Weinstein, J.(2000), *Demography: The Science of Population*, Allyn and Bacon. ISBN 0-205-28321-7
- ◇ Weeks, J.R.,(2005), *Population: Introduction to Concepts and Issues* 9th edition, Thomson & Wadsworth. ISBN 0-53462769-2

* Website: <http://www.prb.org/> Population Reference Bureau for main readings.

ASSESSMENT:**(1) Class attendance**

It is compulsory to attend all classes. Full attendance accounts for 10% of the final mark.

(2) Coursework

Students are expected to complete two coursework assignments during the term. The coursework accounts for 20% of the final mark. Please see the coursework schedule.

(3) Mid-term exam (Week 1 - 7)

There will be a 50-minute written mid-term exam which accounts for 20% of the final mark. Materials, calculator, electronic dictionary are permitted.

(4) End-term exam (Week 8 - 15)

A written end-term exam will take place in the final week of the term, and this accounts for 50% of the course mark. Materials, calculator, electronic dictionary are permitted.

ACADEMIC PREPARATION: No special preparation necessary. .

COURSE FORMAT AND ACTIVITIES:

Lecture.

SCHEDULE:

Week	Contents
1	Course introduction, Classifying countries
2	Population trend, Demographic transition
3	Age and sex structure
4	Demographic data, Data collections and errors
5	Mortality: measures, theories, global trend
6	Mortality: causes of death, morbidity
7	Aging society, Life Tables
8	Population projection
9	Migration: measures, theories, global trend
10	Fertility: measures, theories, global trend
11	Marriage and householding
12	Population policies
13	Demography in China and India
14	HIV/AIDS

ENV190: INTRODUCTION TO ENVIRONMENTAL SCIENCE II: From Ecological and Sociological Perspectives (3 credit hours)

Instructor: Dr. Yoshitaka Kumagai

Office: A-17

Office Hours: TBA

Semesters: Spring, Fall

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

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

PREREQUISITES: none

CLASS MATERIALS:

“Environmental Science: Toward a Sustainable Future 9th edition” Richard T. Wright,
Pearson, Prentice Hall, 2004.

ASSESSMENT:

Class Participation (10%)

1 Presentation with a handout (10%) Note

4 Quizzes (20%)

Midterm Exam: (30 %)

Final Exam: (30%)

Note: Presentation topic, which stems from the textbook, will be assigned one week prior to a presentation date. Students are expected to use a Power Point for his/her presentation. The grade of presentation will be judged based upon the evaluations written by both students and Dr. Kumagai.

CLASS SCHEDULE:

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

Week 1: Introduction

Syllabus Review

Overview of the Class

The Easter Island

Ecological Foot Prints

Reading Assignment: Chap.1

Week 2: The Human Population

Human Population Expansion and Its cause

Different Worlds

Consequences of Population Growth and Affluence

Dynamics of Population Growth

Reassessing the demographic transition

Promoting Development

Reading Assignment: Chap.5and 6.1& 6.2

Week 3: Ecosystems: 1

Description of Ecosystems

The Structure of Ecosystems

Quiz 1

Reading Assignment: Chap2

Week 4: Ecosystems: 2

From Ecosystems to Global Biomes

The Human Factor

Field Trip I (Forest nearby AIU)

Reading Assignment: Chap.2

Week 5: No Class

Dr. Kumagai will be in Germany for his research trip.

Week 6: Ecosystems: 3

Dynamics of Natural Population

Mechanisms of Population Equilibrium

Mechanisms of Species Adaptation

Ecosystem Response to Disturbance

Quiz 2

Reading Assignment: Chap. 4

Week 8: Water: Hydrologic Cycles and Human Use

Water: Vital Resources

Hydrologic Cycle

Water: Resource to Manage, a Threat to Control

Water Stewardship

Field Trip II (Water Treatment Center)

Reading Assignment: Chap.7

Week 9: The Production and Distribution of Food

Crops and Animals

Genetically modified foods

Food Distribution and Trade
Hunger, Malnutrition, and Famine

Midterm Exam

Reading Assignment: Chap.9

Week 10: Ecosystem Capital

Global Perspective on Biological Systems
Conservation, Preservation, Restoration
Biomes and Ecosystems under Pressure

Reading Assignment: Chap.11

Week11: Renewable Energy

Putting Solar Energy to Work
Indirect Solar Energy

Quiz 3

Reading Assignment: Chap.14

Week 12: Renewable Energy & Environmental Hazards and Human Health

Renewable Energy for Transportation
Additional Renewable Energy Options
Policy for a Sustainable Energy Future
Links between human health and the environment

Reading Assignment: Chap.14&15

Week 13: Environmental Hazards and Human Health & Solid Waste

Pathways of Risk
Risk Assessment
Risk Perception
Solid Waste Systems

Reading Assignment: Chap.15&18

Week 14: Solid Waste

Solutions to the Solid-Waste Problems
Public Policy and Waste Management
Field Trip III (Akita city's recycling center)

Quiz 4

Reading Assignment: Chap.18

Week 15: Review

Integration

Discussion

HUM 150 COMPARATIVE CULTURAL STUDIES (3 credit hours)

Instructor: Darren ASHMORE, PhD

Office hours: TBC

Office: TBC

Website: TBC

email: abcdefg@aiu.ac.jp

Semester: Fall

Meeting times: TBC

Course Description:

The course is designed to familiarize the students with the major trends in Comparative Culture studies, giving a broad panorama of the world's cultures from ancient times to the present day with focus on East Asia. Problems of sociology, ethics and aesthetics are incorporated into the course which allows students to develop a significant understanding of the historical process and various cultural phenomena. Special accent is placed on intercultural communication, conflicts of cultures and major globalization trends which in turn facilitates rational comprehension of the changing world.

OBJECTIVES: This course is designed to help students understand the foundations of cultural development in East Asia, in comparison with contemporary World traditions. Divided into three main blocks – Art, Religion/Philosophy and Literature/Music/Performing Arts – the course will provide students with a better understanding of the social development of the East Asian region, as well as a specific understanding of how important Japanese cultural traditions have come to their current forms.

STUDY MATERIALS:

<Core Textbook>

- To Be Announced.

<Reference books, sources of readings and other information>

- To Be Announced.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in terms of student performance in the following three areas: (1) essay (40%), (2) final examination (40%), and (3) seminar participation (20%).

ACADEMIC PREPARATION: This is an introductory course to Comparative Cultural Studies and has no academic prerequisites associated with it.

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.

COURSE FORMAT AND ACTIVITIES: Weekly sessions will be divided into lecture and group seminar sessions. During lectures the key points of the course will be presented and discussed and study groups will select an issue to debate in the following seminar. There will also be a number of screenings during the course.

SCHEDULE:

<Week 1>

Theme: *Introduction: Comparative Cultural Studies*

Lecture: A brief introduction to the main concepts of the course and a discussion of students own experiences of the world around them through their contact with different cultural trappings.

Readings:

and

<Week 2>

Theme: *Art History: An Introduction*

Lecture: Examining masterpieces of European, African, Middle Eastern and Asian art, this lecture introduces the fundamentals of the study of Art History and traces important concepts within art as mirrors to broader cultural development.

Readings:

And

<Week 3>

Theme: *Chinese Art.*

Lecture: This lecture examines both classical and folk art traditions, from the pre-Imperial period to post Cultural Revolution developments, looking at the way in which the cultures of this region have influenced (and been influenced by) surrounding nations.

Readings:

And

<Week 4>

Theme: *Korean Art.*

Lecture: Following on from the discussion of the development of Chinese art traditions, this lecture looks at the ways in which Korean creators have long borrowed from incoming traditions and blended them with uniquely native concerns to create art which reflects the nation itself.

Readings:

And

<Week 5>

Theme: *Japanese Art.*

Lecture: Japan is often viewed negatively as merely the ‘end of the line’ from China in artistic terms. However, as this lecture demonstrates, Japanese art is a complex of forms which reflect the equally complex social contributions from both Sino-Korean sources and indigenous artistic traditions in the development of the nation itself.

Readings:

And

<Week 6>

Theme: *Meeting of Minds: From East to West to East.*

Lecture: Taking the mass intrusion of the West into Asia as a starting point, this lecture looks at the ways in which artistic traditions have been flowing back and forth between

the East and the West: from Asian appropriation of European painting styles in the 19th century, to the current western obsession with (mainly Japanese) comic art culture.

Readings:

And

<Week 7>

Theme: *Literature and the Performing Arts: A Regional Overview.*

Lecture: Examining the different literary and performance traditions which have sprung up in East Asia and how they compare with their contemporaries in other parts of the Worldd..

Readings:

And

<Week 8>

Theme: *East Asian Classical Literature and its Progeny.*

Lecture: Looking at the great works of the East Asian Literary tradition – such as the Chinese *Romance of the Three Kingdoms* and the Japanese *Kojiki* – this lecture examines the social, and political, context behind East Asian literature (in comparison with important examples from the other cultures).

Readings:

And

<Week 9>

Theme: *Reflections of a Ghost World: Film and Theatre in East Asia.*

Lecture: Looking at stage and Screen in detail, this lecture examines the ways in which performing traditions in East Asia have developed and shared material with each other over the years (especially with regard to film in the last 20 years).

Readings:

And

<Week 10>

Theme: *Return Wave: Popular East Asian Culture in the World.*

Lecture: Examining the modern wave of East Asian writers and film-makers in the World at large and how they have helped reshape popular perceptions of China, Korea and Japan.

Readings:

And

<Week 11>

Theme: *Religion and Philosophy: Introduction.*

Lecture: This introductory lecture covers the basics of East Asian philosophical thought and religious practice in comparison with some of the major schools of thought and faiths in the rest of the World.

Readings:

And

<Week 12>

Theme: *Indigenous Religions.*

Lecture: Looking at the root and branch faiths of China, Korea and Japan this lecture explores how early faiths were changed over the course of the centuries and their interaction with incoming religions and philosophical schools.

Readings:

And

<Week 13>

Theme: *Buddhist Thought.*

Lecture: Following the development of a variety of Buddhist schools of thought, from India to Japan and their impact on (and alteration by) the different social conditions in every place the teachings of Buddha found a home.

Readings:

And

<Week 14>

Theme: *Political Philosophies.*

Lecture: This lecture looks at a variety of important political philosophies – from the Legalists of Qin through to the Neo Confucians in Edo Japan – and explores the pragmatic nature of this sort of thought in comparison with some of the more important political philosophies from around the World.

Readings:

And

<Week 15>

Theme: *Course Review and Examination Preparation.*

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

Readings: NA

HUM170: Religion and Bioethics (3 hour credits)

Instructor's Name: Soho Machida

Course Description:

The cutting edge of bio-medical technology is bringing up unprecedented ethical issues to our society. None of religious traditions are equipped to provide comprehensive answers to the complicated questions regarding the influence of technological progress on human life. We will study current developments in biosciences which may lead to ethical controversies, and then we will examine the ethical dimension of particular issues. Students will be also trained to express persuasively their personal views on these and other matters through the debate practice in each class.

It is crucial for young generations to know what is going on in the field of bio-medical science, because they are going to be sooner or later exposed to diverse options of advanced technologies. In this course students will develop awareness of the importance of the complicated moral issues brought up by the progress in bio-medical sciences. They will be better prepared to make their own decisions in the critical moments of their life when they personally encounter such problems. This course is designed for students with limited knowledge of bio-medical technology or ethics. Students' understanding of the difficult topics will be facilitated through the use of appropriate handouts and films.

The remaining part of the syllabus is in preparation.

HUM190: Introduction to Tohoku Culture II

Instructor's Name: Hidemichi Tanaka

Course Description:

The culture of Tohoku region is often considered different and independent from the culture of the central regions of Japan because of its remote geographical location in the North-Eastern part of Honshu. However, it would be an error to assume that because of this independence Tohoku has become culturally underdeveloped. To the contrary, it has its own rich, original cultural tradition very much worth exploring. The course is intended for students who are interested not only in the culture of Tohoku, but in Japanese culture in general. Students will explore characteristics of Tokoku culture by learning new ways to observe and to study this rich and diverse cultural region. Through this course they will have an opportunity to visit temples, shrines, towns, art works, representative for Tohoku.

The remaining part of the syllabus is in preparation.

HUM 200 WORLD CIVILIZATION (3 hour credits)

Instructor's Name: **Alexander Dolin**
Office **B3**
Office Hours: **TBA**
E-mail address: **alexanderdolin@aiu.ac.jp**
Semesters: **Every semester**
Day and Time **TBA**

Course description

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

Course objectives

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

Study Materials

A. Dolin "World Civilization in a Nutshell"
(Special CD-ROM textbook / reference disk with Internet links)
Ph. J. Adler "World Civilizations"

Special videotapes and DVDs.

Reference books and materials enlisted

for every topic.

World outline practice maps

Online resources

Assessment

Percentage of each grading object

Homework assignments 100 points 25 %

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

Expected academic background

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

Policies

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

Format and Activities

Lecture/seminar with regular presentations and discussions.
The students are required to write papers using their reference
Materials provided on the CD-ROM.
Students are also expected to fully participate in the discussions and watch some
supplementary video materials.

Class Schedule

(special video materials provided for every class)

1. Introduction to the Theory of Comparative Study of Civilizations – Definitions of Civilization - History of the Civilization Studies. - Major Scholars and their Central Concepts since mid 19th c. to the Present.
2. Evolution and Mankind – Human Development during the Paleolithic Age – The Neolithic Age: from Hunting and Gathering to Agriculture - Metal and its uses.
3. Human Genetics: the Formation of Races and Nations - Family and Kinship – The Formation of Social Structure and the Emergence of the State.
4. Language and Culture – Transmission of Culture and Acculturation Problems – Accumulation of Knowledge. – Cultural Relativism.
5. Emergence of Religion. – Polytheism, Animism and Totemism. – Monotheistic Religions – Religion and Society – State Religions in the History of Civilizations. - Traditional Societies and Civilization.
6. Presentations

7. The Legacy of Mesopotamian Civilization. (Sumer, Babylon, Assyria) – The Evolution of Writing – Mathematics and Chronology – Religion and the Afterlife – History in the Epic Tales – Law and Government – The Code of Hammurabi – The Decline of Mesopotamian Culture
8. The Legacy of Egyptian Civilization – Egypt’s Uniqueness – The Pharaoh – The Old Kingdom – The Middle Kingdom – The New Kingdom – The Conquests.
9. Egypt: Religion and Eternal Life – The Gods of Egypt – The Pyramids and Mummies – Daily Life and Various Inventions.
10. Presentations
11. The Legacy of Hebrew Culture - Israel and Jewish Religious Beliefs — Hebrew Torah and The Holy Bible - The Roots of Christianity - The Destiny of the Nation.
12. The Legacy of Indian Civilization. – Mohenjo-Daro and Harappa Culture – Aryan Invasion – Vedic Wisdom – Gods of Hinduism – The Caste System and Indian Society – Hinduism and Buddhism – India under the Muslim Rulers and the Convergence of Cultures.
13. The Legacy of Chinese Civilization. – Religious Syncretism: Taoism, Buddhism and Confucianism – Philosophy and Major Geopolitical Concepts - Natural Science and Medicine - Architecture and Engineering – Literature and the Arts – China in the XX c. and Prospects for the Future.
13. Great Civilizations of the Americas : The Olmecs – The Chavin – The Maya – The Toltecs – The Aztec Empire – The Inca Empire – The Conquest and the Fall of Indigenous Civilizations.
- 15 Presentations
16. The Legacy of Greek Civilization – Early Hellenic Mythology and Religion – The Mycenaean Age - Athens and Sparta – The Persian Wars – The Peloponessian War and the Destiny of Classical Greece.
17. Hellenic Culture – Emergence of Philosophy – Architecture and Fine arts – Literature and Theatre – The Foundations of the European Ethos.
18. Alexander the Great and Hellenistic Civilization – The conquests and the

- Proliferation of Hellenic Culture – Cultural Policy and Political Culture
-
- The Globalized Thinking - Religious Tolerance and the Concept of Ecumenicism.
19. Ancient Iran and the Kingdoms of the Middle East .
- 20 The Legacy of Roman Civilization – The Roman Republic – The Roman Democracy - Politics and Cultural Expansion - The Roman Army and the Conquests in Europe, Asia - and Africa – The Rise of the Roman Empire
21. Roman Culture and the World - Pax Romanum - Judicial System – City Culture – Architecture and Engineering – Fine Arts – Everyday Life – Civilization and Barbarians. – The Heritage of Rome in Europe: from the Dark Ages to Renaissance .
22. Presentations
23. The Legacy of Byzantine Civilization and The Greek Orthodox Church - The Phenomenon of Russian Civilization and Eurasian Empires during the Middle Ages.
24. The Clash of Civilizations - The Formation of European Civilization and Christian Ideals – Medieval Europe and the Islamic Empires: Political Confrontation and Cultural Convergence. – Civilizations in the Modern World and the Ever-changing Balance of Power.
25. Final Examination

IST 210: International Relations (3 hour credits)

Instructor's Name: Yoshihiko Nakamoto

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?

The remaining part of the syllabus is in preparation.

IST-230 International Development Studies (3 hour credits)

Instructor: Kouichi MORIZONO

Email: morizono@aiu.ac.jp

Office: A-10

Office Hours:

Semesters: Spring, Fall

Description:

This is an introductory course of development studies designed to examine basic issues, the logic of development and the development process of developing economies. It will begin with grasping common socioeconomic characteristics and development in developing economies, followed by the analysis of poverty. Development and growth theories and models will also be touched on. It then proceeds to discussions on key issues of development, internal and external, including contemporary debates on development. Discussion in class will focus on, but not be limited to, approaches of economics. Through this course, students will become acquainted with various issues and problems involved in the development process and helped in identifying areas of interest for their further study of development. To firm up the basic knowledge and demonstrate the analytical skills learned, students will be assigned a country report as one of the major tasks of the course.

Objectives:

Through the course, students are expected to: (i) get familiar with developing countries; (ii) acquire the basic but broad knowledge about characteristics of developing socio-economies, and key issues and problems of development; and (iii) strengthen analytical skills of socio-economic phenomena and develop the capability to contemplate remedial measures and policies.

Study Materials:

<Textbooks> No particular textbook will be used but the first two of the reference books listed below will be very often used. All these reference books are available in the library or at websites. In class, mostly handouts prepared by Instructor will be used.

<Reference books, source of readings and other information>

* Todaro, Michael P.. Economic Development 8th Edition, 2003

* Szirmai, Adam. The Dynamics of Socio-economic Development, Cambridge, 1997

- * Willis, Katie. Theories and Practices of Development, Routledge, 2005
- * Allen, Tim and Thomas, Alan. Poverty and Development, Oxford, 2004
- * World Bank. World Development Indicators 2005,
- * Other readings and information available at Web sites: World Bank, UNDP, OECD/DAC, ADB, etc,

Assessment

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

(1)	Final Exam	25%
(2)	Quizzes (mostly multiple choice), collectively	25%
(3)	Homework for submission (excl. Country Report)	25%
(4)	Country Report	15%
(5)	Class Participation	10%

Note 1: Above weights may change after announcement.

Note 2: Requirements of Country Report such as country selection and report format will be announced in class.

Expected Academic Background

Not in particular.

Policies

All assignments will be completed by due date and no late submission will be allowed.

Format and Activities

Class sessions will be comprised of lectures and discussions. Generally, each session will be initiated with a lecture on the topic(s) of the day and then class discussions will follow on the questions raised by Instructor. In case study sessions, students' presentations may also be assigned prior to class discussions.

Schedule

<Week 1>

Themes: (1) What is Social Science? (2) What is Development, as a Kick-off

* Website of WB: World Development Indicators 2005

<Week 2>

Themes: (1) Defining Developing Countries (2) Human Development Index (3) Growth and Development

* Todaro: Chap 1 (pg 3-7, 33-46)

* Szirmai: Chap 1 (pg1-15)

* Websites of WB and OECD/DAC for Country Classification

* Website of UNDP: Human Development Report, 1994 and 2006

<Week 3>

Themes: Development and Poverty: Concept

* Szirmai: Chap 1 (pg15-28)

* Todaro, Chap 1 (pg15-23),

* Website of OECD/DAC. Poverty Guideline

<Week 4>

Themes: Poverty and Inequality: Measurement

* Todaro: Chap 6 (pg195-229)

* Wills: Chap 1 (pg8-18)

* Website of ADB. Poverty Indexes

<Week 5>

Themes: Other Common Characteristics of Developing Countries and Key Indicators

(1)

* Todaro: Chap 2 (pg 33-71)

* Szirmai: Chap 1 (pg28-33)

* WB: World Development Indicators 2005

* Macro-economics (tbd)

<Week 6>

Themes: Other Common Characteristics of Developing Countries and Key Indicators

(2)

* Todaro: Chap 2 (pg 33-71)

* Szirmai: Chap 1 (pg28-33)

* Wills Chap 1 (pg18-24)

* WB: World Development Indicators 2005

* Macro-economics (tbd)

<Week 7>

Themes: Country Case Studies

* Websites of WB and ADB: Tables of Economic Indicators and Social Indicators of CAP or PRSP for selected countries.

<Week 8>

Themes: Development Theories and Strategies: Classical Theories

* Wills: Chap 2 (pg 26-46),

* Todaro: Chap 4 (pg 110-122)

* Szirmai Chap 2 (pg 36-59), Chap 3 (pg68-83)

<Week 9>

Themes: Development Theories and Strategies: Dependence Theories and Neo-classical Theories

* Todaro: Chap 4 (pg123-127, pg128-132)

* Szirmai: Chap 3 (pg 83-114)

* Wills: Chap 2(pg46-60), Chap 3 (pg 69-92)

<Week 10>

Themes: Contemporary Development Models and Approaches

* Wills: Chap 4 (pg93-115)

* Todaro: Chap 5 (pg145-178)

<Week 11>

Themes: Specific Development Issues: Population

* Todaro: Chap 7 (pg260-299)

* Szirmai: Chap 5 (pg142-156)

<Week 12>

Themes: Specific Development Issues: (1) Unemployment, (2) Education and Health

* Website of WB: Unemployment and Informal Sector

* Todaro: Chap 8 (pg308-347)

* Todaro: Chap 9 (pg360-405)

* Szirmai: Chap 7 (pg213-253)

<Week 13>

Themes: Specific Development Issues: (1) Environment, (2) Direct Investment and Foreign Borrowings

* Todaro: Chap 11 (pg463-499)

* Todaro: Chap 14 (pg 597-619), Chap 15 (pg634-657)

* Website of OECD: Foreign Direct Investment

<Week 14>

Themes: Contemporary Development Issues: Development Actors and Government Role

* Todaro: Chap 16 (pg679-719), Chap 17 (pg737-767)

* World Bank: World Development Report 2005

<Week 15>

Themes: Overall Review and Final Exercise: