

IST-240 International Cooperation and Assistance (3 hour credits)

Instructor: Kouichi MORIZONO

Email: morizono@aiu.ac.jp

Office: TBA

Office Hours: TBA

Description:

Foreign aid to developing countries has played an important role in international cooperation, with its objectives and strategies diversifying over the decades. More players have come in and new challenges are emerging. Because of its complexity and the multidisciplinary approaches required, foreign aid is sometimes misunderstood and often received criticism. This course will provide an overall and well-balanced picture of foreign aid from its historical roots, together with the evolution of development strategies, to an opportunity of simple project designing to better understand the operations of foreign assistance. Japan's ODA, which remains as one of the largest in the world, will be highlighted in many parts of the discussion. Students are encouraged to not only comprehend the substance of foreign aid but also consider how foreign aid is to be extended for effective international cooperation. To help understand actual operations of foreign aid, the course will also provide case studies of development projects and if resources are available, arrange meeting(s) with key personnel of aid agencies.

Objectives:

The course is designed to provide students with the following opportunities to (i) understand why and how foreign aid is extended; (ii) acquire the knowledge of what type of aid is most appropriate under given conditions; (iii) get acquainted with major issues and problems of ODA given by Japan and other donors; and (iv) to become familiar with operation on foreign aid, especially in project designing and evaluation.

Study Materials:

<Textbooks>

No particular textbook will be used, but the first one of the reference books listed below will be often used for reading. Mostly, handouts prepared by Instructor will be used in class.

<Reference books, sources of readings and other information>

All these are available (reserved) in the library or at respective Websites.

* Martinussen, John D. and Pedersen, Poul E. Aid: Understanding International Development Cooperation, Zed Books, 2003

* Tarp, Finn. Foreign Aid and Development. Routledge 2000

* Wood, Robert E. From Marshall Plan to Debt Crisis: Foreign Aid and Development Choices in the World Economy, Univ. of California Press, 1986

* Japan's Official Development Assistance: White Paper 2005, Ministry of Foreign Affairs (available at Web site of the Ministry, Japan)

* Websites of World Bank, OECD/DAC, UNCTAD, Bilateral Aid Agencies (JICA, JBIC, USAID, DFID, KfW, DTEC, etc.)

Assessment:

The grading of student's overall performance will be made based on the results of the following distributions and weights:

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

Expected Academic Background:

None

Policies:

All homework assignments will be completed by due date. They will be used as the basis for class discussion.

Course Format and Activities:

Class sessions will be comprised of lecture, discussion, and workshop. Generally, each session will be initiated with a lecture on the topic(s) of the day and then class discussions will follow. Students groups will also be organized to examine the appropriate assistance and work together to design the project concept in case studies.

Schedule:

<Week 1>

Themes: (1) International Cooperation vs. International Assistance, (2) Key Concepts

* OECD/DAC: DAC's Glossary

http://www.oecd.org/glossary/0,2586,en_2649_33721_1965693_1_1_1_1,00.html

<Week 2>

Themes: What is International Aid and why?

* Martinussen & Perderson. Chap 2 (pg 7-23)

<Week 3>

Themes: (1) What is ODA? (2) ODA Structure and Types

* OECD/DAC: DAC's Statistical Reporting Directives

<http://www.oecd.org/dataoecd/36/32/31723929.htm#29>

* Websites for definition, criteria, and structure:

(i) JBIC Site: <http://www.jbic.go.jp/english/oec/oda/index.php>

* ODA White Paper 2004 (Chap 2)

<Week 4>

Themes: Case Studies of Financial Assistance (Loan/Credit, Grant, TA)

* Project Reports of WB, ADB, and JICA (To be selected. All will be available at their respective websites).

* Tarp: Part II (pg129-219)

<Week 5>

Themes: Doctrines and Strategies of Foreign Assistance: Post-war till Second UN Development Decade in 1970s

* Wood: Chap 1 and 2 (pg.29-78)

* Martinussen & Perderson: Chap 4 (pg39-47)

* Truman's Point Four Program:

<http://www.factmaster.com/ce6/history/A0858181.html>

* Bretton Woods System:

http://en.wikipedia.org/wiki/Bretton_Woods_system

* UN Second Decade of Development: General Assembly Resolution No.A/2626(XXV)

<http://www.un.org/Depts/dhl/resguide/resins.htm> (Find the Resolution of 25th Session on 24 Oct 1970)

<Week 6>

Themes: Doctrines and Strategies of Foreign Assistance: (1) Breton Woods Institutions and Development Strategies in 1980s and (2) New Development Agendas and Strategies in 1990s

* Martinussen & Perderson: Chap 4 (pg47-53)

* Wood: Chap 5 and 6 (pg195-312)

* NIEO:

http://en.wikipedia.org/wiki/New_international_economic_order

* Structural Adjustment Lending/Development Policy Lending

WB website: Find “Development Policy Lending”

<Week 7>

Themes: Japan’s ODA: Histories, Structure, Administration and Policies

* ODA White Papers 2004 and 2005 (Both are available at the sites of Ministry of Foreign Affairs)

<Week 8>

Themes: Japan’s ODA: (1) Criticism and Challenges, (2) Case Studies

* OECD/DAC: “Japan Strives to Align Policies and Resources with New Aid Vision” 2003

http://www.oecd.org/document/38/0,2340,en_2649_33721_22139942_1_1_1_1,00.html

* Japan Institute of Global Communications, “Official Development Assistance of Japan: Criticism and Suggestions” Koichi Mera, 2001

http://www.glocom.org/opinions/essays/200109_mera_official/

<Week 9>

Themes: ODA by Other Bilateral Donors: USA, Germany, UK, France, Sweden

Presentations by Students Groups, which will be followed by questions and answers.

The format of presentation will be announced in class in due course.

<Week 10>

Themes: (1) International Comparison of Bilateral Donor’s Assistance; (2) Multilateral Assistance: Policies, Structures, and Administration

* OECD/DAC: Aid Activities

http://www.oecd.org/department/0,2688,en_2649_34469_1_1_1_1,00.html

* Martinussen & Perderson: Chap 6 (74-92) and Chap 7 (94-142)

* ODA White Paper 2005: Chap 3

<Week 11>

Themes: (1) Multilateral Assistance: Case Studies, (2) Assistance by NGOs/NPOs

* Martinussen & Perdersen: Chap 8 (pg143-173)

* ODA White Paper 2005: Chap 2

* WB and UNDP Projects/Programs (To be selected. All will be available at their respective websites)

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<Week 12>

Themes: Project Cycle and Project Preparation (PDM)

* “Project Cycle for Public Sector Projects”: ADB Website

<http://www.adb.org/Projects/cycle.asp>

* “Using the Logical Framework for Sector Analysis and Project Design: A User’s Guide”

Part II, ADB

http://www.adb.org/Documents/Guidelines/Logical_Framework/chap02.pdf

<Week 13>

Themes: Project Designing (Problem Tree and Objective Tree)

Workshop will be conducted.

<Week 14>

Themes: (1) Case Studies: Project Concept Building, (2) Overall Review Session

Presentation by each students group, followed by questions and answers

KRN 110: Korean Language I (2 hour credits)

Instructor's Name: Hiroomi Kanno

Course Description:

Korean belongs to agglutinative languages, the structure of which is very similar to Japanese, but its pronunciation and characters are so different from Japanese that one cannot get any comprehension of one of these languages based on the knowledge of the other. Lecturer will teach students difficult Korean pronunciation and the basis of Korean grammar. Emphasis will be on the linguistic explanation rather than on practical conversation. Students are requested to maintain a logical attitude to language learning, but not to expect fast acquisition of the skills in Korean conversation. Lecturer will explain phonetic and grammatical phenomena of Korean language in comparison with Japanese and other languages.

The remaining part of the syllabus is in preparation.

PHI 170 : Western Philosophy

Instructor's Name: Don Nilson

Course Description:

This course is a survey of Western Philosophy from the ancient Greeks to the present day. The fundamental thought of several major individual philosophers will be included (Socrates, Plato, Aristotle, Descartes, Locke, Kant, Nietzsche, Sartre, Wittgenstein and others) representing the main currents in the history of Western Philosophy, and including a diversity of approaches to philosophical issues and a look at developments in each major historical period. We will be interested in not only the individual philosophers we study, but also the philosophical problems these thinkers face. We look at the role of philosophy in relation to the broader cultural history of the West. This course serves as a foundation for more specialized study of individual philosophers or more advanced study of particular philosophical themes and topics in philosophy.

The remaining part of the syllabus is in preparation.

PHI 180: Asian Philosophy (3 hour credits)

Instructor's Name: Akimasa Mitsuta

Course Description:

The purpose of this course is to offer a basic understanding of Asian philosophy with the emphasis on its difference from the philosophy of the West. Most Japanese young people have little of knowledge of Asian intellectual tradition. The principles of Confucianism, Taoism, Shinto, Buddhism and other religious and philosophical systems of Asia will be reviewed and explained.

One of the topics will be the influence of philosophical and religious systems on the situation of Asian nations in the contemporary world.

Discussion will be promoted in the class.

The remaining part of the syllabus is in preparation.

JAL210 Japanese Phonetics (3 hour credits)

Instructor: Hi-Gyung Byun

Course Description:

This course is an introductory course of Japanese phonetics. Students learn how to write Japanese consonants and vowels in International Phonetic Alphabet (IPA) and also learn the acoustic characteristics of Japanese prosody such as accent and intonation as well as Japanese consonants and vowels. English and Korean will be exemplified for comparison if needed. Students also learn how to analyze speech sounds by computer. We will record our utterances and analyze them, examining length of vowels and consonants, vowel devoicing and pitch patterns. No prior knowledge on acoustic analysis is required. Through this course students will be able to improve their Japanese pronunciation.

The remaining part of the syllabus is in preparation.

JAL 240 TEACHING JAPANESE AS A SECOND LANGUAGE II (3 credit hours)

Instructor: Akiko SUGIYAMA

Office hours: TBA

Semesters: Fall

Meeting times: TBA

Office: A22

email: sugiyama@aiu.ac.jp

DESCRIPTION: This course is designed for students who have completed JAL230 to deepen their understanding about various approaches to teaching Japanese. Since this course is carried out in Japanese, native or near-native fluency in Japanese is required. Students are expected to actively participate in class discussion and activities. Each student is also required to teach an elementary level Japanese class at least twice during the semester.

Topics to be covered include: (1) Recent theories of Second Language Acquisition, (2) Various approaches to teaching different language skills (speaking/ reading/ writing/ listening/ culture), (3) Proficiency Oriented Instruction and the Oral Proficiency Interview (OPI.), (4) How to teach elementary, intermediate and advanced level Japanese grammar, vocabulary and expressions, (5) How to plan and teach elementary level lessons.

OBJECTIVES: Upon successful completion of the course, students should have a deeper understanding on various teaching approaches and techniques, and confidence and relevant knowledge to plan and teach elementary level Japanese classes.

STUDY MATERIALS:

<Required Textbook>

▪ Takamizawa, Takeshi Introduction to Japanese Language Education Vol. 1,2. ASK Publisher, 1998.

<Reference Books>

▪ Bannno, E et al. An Integrated Course in Elementary Japanese "Genki" Vol. I & II, The Japan Times, 1999.

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

▪ Sunagawa, Yuriko et al. Dictionary of Japanese Sentence Patterns. Kuroshio Publishers, 1998.

▪ Omaggio Hadley. Teaching Language in Context. Heinle & Heinle, 2000.

▪ Matsuoka, Hiroshi ed. Japanese Grammar Handbook, Three-A Network, 2000.

ASSESSMENT: Student achievement of the stated course objectives will be measured

in terms of student performance in the following areas:(1) Attendance & Class participation (20%), (2) Homework Assignments (20%), (3) Mini-lessons & classroom teaching (30%), (4) Midterm Exam (15%) and (5) Final Exam (15%).

ACADEMIC PREPARATION: Before enrolling in this course, students should have successfully completed either JAL 180 or JAL230.

POLICIES:

1. Attendance & class participation

Students are expected to attend all the classes. When in class, students are expected to actively participate in class discussion, help each other and give productive feed back to their peers' presentations and mini-lessons.

2. Homework

Students will be given written homework assignments throughout the course (details will be announced later.) Late homework will receive no credits. If you have medical or other legitimate reasons for not being able to submit assignments in time, please contact the instructor in advance and turn in an official document from the doctor or whoever is responsible.

COURSE FORMAT AND ACTIVITIES: Class activities include lecture by the instructor and guest speakers, class and small group discussions, individual and group presentations, mini-lessons and classroom teaching.

SCHEDULE:

<Week 1>	Introduction to the course What is OPI
<Week 2>	How to Apply the concept of OPI to classroom teaching
<Week 3>	Conditionals
<Week 4>	<i>Yoo, Soo Rashii</i> , Volitional Form
<Week 5>	Textbook Analysis (Beginning level)
<Week 6>	Textbook Analysis
<Week 7>	Mini-lesson & reflection session
<Week 8>	Mini-lesson & reflection session Mid term exam
<Week 9>	<i>How to teach reading skills</i>
<Week 10>	<i>How to teach writing skills</i>
<Week 11>	<i>How to teach listening skills</i>
<Week 12>	Mini-lesson & reflection session
<Week 13>	Mini-lesson & reflection session

<Week 14> Mini-lesson & reflection session
<Week 15> Wrap-up, Final Exam

JAS140 Japanese Traditional Performing Arts (3 credit hours)

Instructor: Darren ASHMORE, PhD

Office hours: TBC

Office: TBC

email: abcdefg@aiu.ac.jp

Semesters: Spring

Meeting times: TBC

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

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

STUDY MATERIALS:

<Core Textbook>

- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995.

<Reference books, sources of readings and other information>

- Akima, Toshio. "The Songs of the Dead: Poetry, Drama and Ancient Rituals of Japan". Journal of Asian Studies. 41(3): PP 97-509. 1982
- Brazell, Karen. Traditional Japanese Theatre. New York: Columbia University Press. 1998.
- Bernier, Bernard. Cornell University East Asia Papers Number Five. Breaking the Cosmic Circle: Religion in a Japanese Village. New York: Cornell University. 1975
- Borgen, Robert. Sugawara no Michizane and the Early Heian Court. New York: Harvard University Press. 1986
- Coaldrake, A. Kimi. Women's Gidayū and The Japanese Theatre Tradition. London: Routledge. 1997.
- Hare, Thomas. H. Zeami's Style: The Noh Plays of Zeami Motokiyo. Stanford: Stanford University Press. 1987.

- Inoura, Yoshinobu., and Kawatake, Toshio. The Traditional Theatre of Japan. New York: Weatherhill. 1981.
- Law, Jane. M. Puppets of Nostalgia. Princeton: Princeton University Press. 1997.
- Plowright, Poh-Sim. Mediums, Puppets and the Human Actor in the Theatres of the East. New York: Edwin Mellen Press. 2002.
- Schechner, Richard. Between Theatre and Anthropology. Philadelphia: University of Pennsylvania Press. 1985
- Senda, Akihiko. (1986). Trends in Contemporary Japanese theatre. Tokyo: Japan Foundation.

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 Essay/Case Study (40%), and (3) Class participation (20%).

ACADEMIC PREPARATION: This is an introductory course to Japanese performing arts, with no requirements other than an interest in the stage and Japanese cultural history.

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: *Early Forms.*

Lecture: Examining the evidence which exists for ritual performance traditions in the earliest records and why these traditions became important to the Japanese. Focussing on Sangaku, Sarugaku Bungaku and Nara/Heian period ritual arts.

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

Readings:

- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Preinceton University Press. 1995. (chapter one)
- and**
- Akima, Toshio. “The Songs of the Dead: Poetry, Drama and Ancient Rituals of Japan”. Journal of Asian Studies. 41(3): PP 97-509. 1982.
 - Inoura, Yoshinobu., and Kawatake, Toshio. The Traditional Theatre of Japan. New York: Weatherhill. 1981.

<Week 2>

Theme: *Kagura, Bugaku and Gigaku.*

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

Seminar Question: ‘Ritual and entertainment’: can there be one without the other? Discuss the transition from the religious to the secular in performing arts.

Readings:

- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Preinceton University Press. 1995. (chapters 2 to 4)
- and**
- Akima, Toshio. “The Songs of the Dead: Poetry, Drama and Ancient Rituals of Japan”. Journal of Asian Studies. 41(3): PP 97-509. 1982
 - Bernier, Bernard. Cornell University East Asia Papers Number Five. Breaking the Cosmic Circle: Religion in a Japanese Village. New York: Cornell University. 1975
 - Inoura, Yoshinobu., and Kawatake, Toshio. The Traditional Theatre of Japan. New York: Weatherhill. 1981.
 - Plowright, Poh-Sim. Mediums, Puppets and the Human Actor in the Theatres of the East. New York: Edwin Mellen Press. 2002.

<Week 3>

Theme: *A Theatre on the Move.*

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

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

Readings

- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995.
- and**
- Akima, Toshio. "The Songs of the Dead: Poetry, Drama and Ancient Rituals of Japan". Journal of Asian Studies. 41(3): PP 97-509. 1982
 - Bernier, Bernard. Cornell University East Asia Papers Number Five. Breaking the Cosmic Circle: Religion in a Japanese Village. New York: Cornell University. 1975
 - Borgen, Robert. Sugawara no Michizane and the Early Heian Court. New York: Harvard University Press. 1986
 - Inoura, Yoshinobu., and Kawatake, Toshio. The Traditional Theatre of Japan. New York: Weatherhill. 1981.
 - Law, Jane. M. Puppets of Nostalgia. Princeton: Princeton University Press. 1997.

<May>

<Week 4>

Theme: *Diversification.*

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

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

Readings:

- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995. (chapter 5)
- and**
- Brazell, Karen. Traditional Japanese Theatre. New York: Columbia University Press. 1998.
 - Inoura, Yoshinobu., and Kawatake, Toshio. The Traditional Theatre of Japan. New York: Weatherhill. 1981.
 - Law, Jane. M. Puppets of Nostalgia. Princeton: Princeton University Press. 1997.
 - Schechner, Richard. Between Theatre and Anthropology. Philadelphia: University of Pennsylvania Press. 1985

<Week 5>

Theme: Nogaku.

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

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

Readings:

- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Preinceton University Press. 1995. (chapter 6)

and

- Brazell, Karen. Traditional Japanese Theatre. New York: Columbia University Press. 1998.
- Hare, Thomas. H. Zeami's Style: The Noh Plays of Zeami Motokiyo. Stanford: Stanford University Press. 1987.
- Inoura, Yoshinobu., and Kawatake, Toshio. The Traditional Theatre of Japan. New York: Weatherhill. 1981.
- Schechner, Richard. Between Theatre and Anthropology. Philadelphia: University of Pennsylvania Press. 1985
- Senda, Akihiko. (1986). Trends in Contemporary Japanese theatre. Tokyo: Japan Foundation.

<Week 6>

Theme: *Screening One: The Noh*.

Lecture: Screening of (XXXXXX) – **depends on material available at Akita or to purchase.**

Seminar Question: NA.

Readings: NA.

<Week 7>

Theme: *Kabuki*.

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

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

Readings:

- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Preinceton University Press. 1995. (chapter 7)

and

- Brazell, Karen. Traditional Japanese Theatre. New York: Columbia University Press. 1998.
- Borgen, Robert. Sugawara no Michizane and the Early Heian Court. New York: Harvard University Press. 1986
- Coaldrake, A. Kimi. Women's Gidayū and The Japanese Theatre Tradition. London: Routledge. 1997.
- Inoura, Yoshinobu., and Kawatake, Toshio. The Traditional Theatre of Japan. New York: Weatherhill. 1981.
- Schechner, Richard. Between Theatre and Anthropology. Philadelphia: University of Pennsylvania Press. 1985

<June>

<Week 8>

Theme: *Screening Two: Kabuki*.

Lecture: Screening of (XXXXX) – **depends on material available at Akita or to purchase.**

Seminar Question: NA.

Readings: NA.

<Week 9>

Theme: *Ningyou Joururi*.

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

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

Readings:

- Ortolani, Benito. The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism. Princeton University Press. 1995. (chapter 8)

and

- Akima, Toshio. "The Songs of the Dead: Poetry, Drama and Ancient Rituals of Japan". *Journal of Asian Studies*. 41(3): PP 97-509. 1982
- Brazell, Karen. *Traditional Japanese Theatre*. New York: Columbia University Press. 1998.
- Bernier, Bernard. *Cornell University East Asia Papers Number Five. Breaking the Cosmic Circle: Religion in a Japanese Village*. New York: Cornell University. 1975

- Inoura, Yoshinobu., and Kawatake, Toshio. *The Traditional Theatre of Japan*. New York: Weatherhill. 1981.
- Law, Jane. M. *Puppets of Nostalgia*. Princeton: Princeton University Press. 1997.
- Plowright, Poh-Sim. *Mediums, Puppets and the Human Actor in the Theatres of the East*. New York: Edwin Mellen Press. 2002.

<Week 10>

Theme: *Screening Three: Ningyou Joururi.*

Lecture: Screening of (XXXXX) – **depends on material available at Akita or to purchase.**

Seminar Question: NA.

Readings: NA.

<Week 11>

Theme: *Contemporary Theatre: Shinpa, Shingeki and Musical Review.*

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

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

Readings:

- Ortolani, Benito. *The Japanese Theatre: From Shamanistic Ritual to Contemporary Pluralism.* Princeton University Press. 1995. (chapters 9 to 11)
- and**
- Coaldrake. A. Kimi. *Women's Gidayū and The Japanese Theatre Tradition.* London: Routledge. 1997.
 - Schechner, Richard. *Between Theatre and Anthropology.* Philadelphia: University of Pennsylvania Press. 1985
 - Senda, Akihiko. (1986). *Trends in Contemporary Japanese theatre.* Tokyo: Japan Foundation.

<July>

<Week 12>

Theme: *Screening Four: Modern Theatre.*

Lecture: Screening of (XXXXX) – depends on material available at Akita or to purchase.

Seminar Question: NA.

<Week 13>

Theme: The Folk Revival.

Lecture: Looking a number of case studies which detail the way in which traditional art groups outside of the mainstream have adopted the techniques and forms of the contemporary stage in order to keep ancient customs alive in their communities.

Seminar Question: ‘The value of tradition’: does changing the form of a performance tradition change its function and, if so, how?

Readings:

- Inoura, Yoshinobu., and Kawatake, Toshio. The Traditional Theatre of Japan. New York: Weatherhill. 1981.
- Schechner, Richard. Between Theatre and Anthropology. Philadelphia: University of Pennsylvania Press. 1985
- Senda, Akihiko. (1986). Trends in Contemporary Japanese theatre. Tokyo: Japan Foundation.

<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

JAS150 INTRODUCTION TO JAPANESE SOCIETY (3 credit hours)

Instructor: Darren ASHMORE, PhD

Office hours: TBC

Office: TBC

Website:

email: abcdefg@aiu.ac.jp

Semesters: Spring

Meeting times: TBC

DESCRIPTION:

In the first part this course introduces some basic Japanese socio-cultural concepts such as *tatemaehone*, *giri*, *wabi/sabi*, *ryosai kenbo*, and so forth in order to become familiar with some general constructs, influencing the inherent logic of Japanese society.

In the second part, the course introduces Japanese society from a cultural-anthropological perspective with an attempt to present a variety of views on Japan.

The emphasis is placed on multi-cultural facets rather than homogeneity of Japanese society. The following topics are covered: sources of Japanese tradition, house/family system, community and neighborhood, social status and stratification, gender, religion, education and career, life cycle and festivals, entertainment, etc.

OBJECTIVES: This course is designed to help students dispel some of the long standing preconceptions about the Japanese which have developed over the years, and which sometimes stubbornly refuse to die despite their obviously unfounded nature. The students will come to grips with facets of contemporary Japanese society and will be able to compare them to their own situations – be they based on an internal or external view of the country.

STUDY MATERIALS:

<Core Textbook>

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003.

<Reference books, sources of readings and other information>

- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.

- Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. Mariner Books. (Reprint) 2006.
- Martinez, Dolores. Et al. The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures. Cambridge University Press. 1998.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.
- Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

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 Essay/Case Study (40%), and (3) Class participation (20%).

ACADEMIC PREPARATION: This is an introductory course to Japanese performing arts, with no requirements other than an interest in the stage and Japanese cultural history.

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: *Uchi and Soto: Mythconceptions of Japan*.

Lecture: Examining different the social concepts (such as *tatemaie*, *giri*, *uchi*, etc.), both from the point of view of the Japanese and from the perspective of the world.

Seminar Question: What do current views on such notions as *tatemaie* say about modern Japan.?

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003.

and

- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Martinez, Dolores. Et al. The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures. Cambridge University Press. 1998.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.

<Week 2>

Theme: *Studying Japan*.

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

Seminar Question: What do European and American views on Japan during and after the Second World War say about the social and political insecurities in the West?

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter 1)

and

- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- Benedict, Ruth. The Chrysanthemum and the Sword: Patterns of Japanese Culture. Mariner Books. (Reprint) 2006.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<Week 3>

Theme: *Class and Stratification*.

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

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

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter2)

and

- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<May>

<Week 4>

Theme: *Geography and Aging.*

Lecture: This week's lecture examines the rapidly shrinking Japanese population and the ways in which the pressures of an aging population put on areas such as Akita Prefecture.

Seminar Question: Why has large scale immigration been roundly rejected as a possible solution to Japan's declining population crisis?

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter
- and**
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
 - McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
 - Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
 - Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.
 - Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

<Week 5>

Theme: *Work and Labour.*

Lecture: This week's lecture looks at popular *soto* mythconceptions of Japanese *zaibatsu*-esque corporations dominating work and consumer life and exposes a more complex picture of small company involvement.

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

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter 4)

and

- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<Week 6>

Theme: *Education.*

Lecture: This week's lecture deals with an educational system which is still misunderstood by many foreign sources as being little more than a regimented factory for corporate drones. We will be examining the complex social web of interaction which exists in the Japanese school and explore how the demands of a rapidly changing nation are being met – or not – by its education system.

Seminar Question: 'Strict school, slack university'. Why do these mythconceptions of Japanese education still persist?

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter 5)

and

- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Martinez, Dolores. Et al. The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures. Cambridge University Press. 1998.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<Week 7>

Theme: *Family Breakdowns.*

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

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

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter 6)
- and**
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
 - Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
 - Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
 - Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<June>

<Week 8>

Theme: *Minorities and Immigrants*.

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

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

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter 7)
- and**
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
 - Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
 - McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
 - Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
 - Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

<Week 9>

Theme: *Insider Dealing.*

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

Seminar Question: Why did the LDP, which had successfully controlled Japanese politics for over thirty years, fail so dramatically in 1993?

Readings:

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter 8)
- and**
- Davies, Roger., and Ikeno, Osamu. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle. 2002.
 - McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
 - Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
 - Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.

<Week 10>

Theme: *Faith.*

Lecture: Examining the state of organized Japanese religion and changing state of belief in the nation. We will look particularly at the rise of cult religions, secularism/humanism and the way in which the Japanese government deals with foreign faiths.

Seminar Question: Where have all the faithful gone? Have Japan's traditional religions become little more than cultural remnants?

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003. (chapter
- and**
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
 - McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
 - Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.

- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.
- Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

<Week 11>

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

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

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

- Sugimoto, Yoshio. An Introduction to Japanese Society. Cambridge University Press. 2003.
(chapter
and
- Hendry, Joy. Understanding Japanese Society. London: Routledge. 2003.
- McCargo, Duncan. Contemporary Japan. Palgrave Macmillan. 2004.
- Waswo, Ann. Modern Japanese Society, 1868-1994. Oxford University Press. 1996.
- Reischauer, Edwin. The Japanese Today: Change and Continuity, Enlarged Edition. Belknap Press/ (Reprint) 2004.
- Denoon, Donald. Et al. Multicultural Japan. Cambridge University Press. 2006.

<July>

<Week 12>

Theme: *Screening Culture: Japanese Film and Television.*

Lecture: This week's lecture examines Japanese film and television media, looking at the ways in which the aesthetics of Japanese creators have found acceptance in many markets overseas – from the very traditional dramas such as 'Abarenbou Shogun', through the aesthetics of Japanese social cinema, to Oscar winning animation from Hayao Miyazaki.

Seminar Question: Why is *anime* so immensely popular outside Japan?

<Week 13>

Theme: Screening.

Readings: NA

<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

JAS220 JAPANESE POLITICS (3 credit hours)

Instructor: Rei SHIRATORI

Office hours: Tuesday 10.00 – 12.00

Office: B-2

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

e-mail: rei@aiu.ac.jp

Semesters: ?????

Meeting times: ???????

DESCRIPTION: In this introductory course on Japanese politics we will examine systematically cultural, institutional, and operational aspects of contemporary Japanese politics and political society, focusing especially on major events in the world of Japanese politics since the end of World War II. We begin our study by examining special characteristics of Japanese society and the Japanese way of thinking. Then we analyze the institutions of the Japanese political system, and discuss the Japanese Constitution, parliamentary system, and local government. We then turn our focus to the various actors – politicians, political parties, bureaucrats, and pressure groups – within the political system. Our discussion will include the political process of Japanese politics and an analysis of the results of elections, the process of policy-formation, and the legislative process. Finally, we examine the policies in Japanese politics, especially the “Rapid Growth of Economy Policy” and “Welfare State Policy.”

OBJECTIVES: The objective of the course is to understand Japanese politics in a more systematic way by analyzing the major actual events that have taken place in post World War II Japanese politics, including the major political issues facing Japan today.

STUDY MATERIALS:

<Textbooks> (Choose one)

1. Curtis, Gerald L. The Logic of Japanese Politics: Leaders, Institutions, and the Limits of Change. Columbia University Press, 2000. Or:
2. Stockwin, J. A. A. Governing Japan: Divided Politics in a Major Economy. Blackwell, 1998.

<Reference books, sources of readings and other information>

At the beginning of the course a list of reference books will be distributed.

ASSESSMENT: Student achievement will be measured in terms of student 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. Occasionally, students will be required to do case analyses to demonstrate that they know how to apply the theories we are learning.

SCHEDULE:

1st Week	Japanese political society (1): Structure
2nd Week	Japanese political society (2): Value system and way of thinking
3rd Week	Japanese Constitution (1): Fundamental principles
4th Week	Japanese Constitution (2): Parliamentary system and National Diet
5th Week	Japanese Constitution (3): Local government in Japan
6th Week	Mid-term Examination
7th Week	Politicians in Japanese politics
8th Week	Japanese political parties and party system (1): LDP dominance
9th Week	Japanese political parties and party system (2): Age of coalition
10th Week	Bureaucracy in Japan
11th Week	Pressure groups in Japan
12th Week	Japanese election (1): Electoral system
13th Week	Japanese election (2): Election results and voting behavior
14th Week	Policy in Japanese politics: Double Income Policy
15th Week	Final Examination

JAS230/330 JAPANESE ECONOMY (4 credit hours)

Instructor: Mike LACKTORIN, PhD

Office hours: TBD

Office: D202

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

email: mlacktor@aiu.ac.jp

Semesters: Spring

Meeting times: TBD

DESCRIPTION: The introductory course proceeds from the macro to the micro: Japanese Macroeconomy (日本マクロ経済), Industrial Organization in Japan (産業組織), Behavior and Practices of Japanese Companies (会社), Foreign Firms in Japan (外資系企業), and finally Japanese Workers (正社員・嘱託・フリーター). Various theories and key concepts are introduced to enable systematic and depth of understanding. It is expected that some students will be learning about Japan and about business and economic theories and concepts for the first time, others will be attempting to apply what has already been learned in the unique context of Japan. One or two field trips will be organized so students can experience Japanese business and economics first-hand.

OBJECTIVES: The objective of the course is to provide students with basic knowledge of current business practices and economy of Japan. Students will become familiar with a wide range of theories and concepts useful to understand the behavior of Japanese firms in a systematic way.

STUDY MATERIALS:

<Textbook>

Abegglen, James C. 21st Century Japanese Management: New systems, lasting values. New York: Palgrave Macmillan, 2006.

<Reference books, sources of readings and other information>

Dore, R P. Stock market Capitalism: Welfare Capitalism 'Japan and Germany versus the Anglo-Saxons.' Oxford University Press, 2003.

Aoki, Masahiko and R P Dore, eds. The Japanese Firm: Sources of Competitive Strength. Oxford University Press, 1996.

Fruin, Mark. The Japanese Enterprise System: Competitive Strategies and Cooperative Structures. Oxford University Press, 1994.

Itoh, Masahiko. Information, Incentives and Bargaining in the Japanese Economy: A Microtheory of the Japanese Economy. Cambridge University Press, 1990.

<Website Reading for News Brief Analyses (NBA)>

Students are required to read daily the English-language, online version of the *Nikkei Shimbun*. The University has a site license. Access is limited to on-campus computers at www.nni.nikkei.ac.jp. Frequently, students will be required to report on how the concepts and theories they are studying are appearing in business and economic news.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in the following four areas: (1) Class participation (20%), (2) News Brief Analyses (20%), (3) Midterm exam (20%), Final project (10%), and (5) Final exam – cumulative (30%).

ACADEMIC PREPARATION: There are no prerequisites, but basic familiarity with macroeconomics, microeconomics, financial accounting, and principles of management, or their equivalents, is recommended.

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

COURSE FORMAT AND ACTIVITIES: Generally, class sessions will alternate between lecture days and student presentation days. On lecture days we will review theories and key concepts related to our present theme. Before the lecture students will have completed the reading assignment. On presentation days student teams will apply the theories and key concepts to the real world of Japanese business and economics. Student teams will undertake an oral and written project (content is same for both), with presentations toward the end of the semester. We meet in the computer lab in order to monitor Japanese firms and the economy in ‘real time’ and provide opportunities to work on your class projects in class. Classes are interactive.

SCHEDULE:

<Weeks 1-3>

Theme/Theories/Key concepts related to: *The Macro Economy* (日本マクロ経済)
News Brief Analyses (NBAs)

<Week 4-6>

Theme/Theories/Key concepts related to: *Industrial Structure* (産業組織)

News Brief Analyses (NBAs)

Field Trip

<Weeks 7-10>

Theme/Theories/Key concepts related to: *Firm Behavior and Practices* (会社)

News Brief Analyses (NBAs)

Midterm Exam

<Week 11>

Theme/Theories/Key concepts related to: *Foreign Firms* (外資系企業)

News Brief Analyses (NBAs)

<Week 12-14>

Theme/Theories/Key concepts related to: *Japanese Workers* (正社員・嘱託・フリーター)

News Brief Analyses (NBAs)

Field Trip

<Week 15>

Presentations and Final Exam

JAS 240 JAPANESE LITERATURE (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

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

The course is provided with video materials featuring historic sights, biographies of various writers and various kinds of classic performances like No, Kabuki and Bunraku.

Course objectives

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

Study Materials

- A. Dolin "Japanese Literature in a Nutshell"
(special CD-ROM textbook / reference disk with Internet links)
Shuichi Kato "A History of Japanese Literature". Japan

Library, ed. 2

- videotapes and DVD

Reference Materials

Donald Keene “Anthology of Japanese Literature”. Tuttle, ed. 3

Online resources

List of recommended reading

Assessment

Percentage of each grading item

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 and fully participate in the discussions..

Class Schedule

1. Japanese Literature and Culture in the Context of World Civilization
Folklore and the First Monuments of Literature in the Nara Period.-
The Myths of the *Kojiki*” – the *Nihongi* and the *Fudoki*.
2. The Poetry of the *Manyoshu*.
3. Heian Culture: *Kokinshu* and other Imperial waka Anthologies.
Waka Poetry in the Early Kamakura Period: *Shinkokinshu* – Saigyō –
Fujiwara Teika.
4. Great Prose Masterpieces of the Heian Period: Folklore and Setsuwa Stories -
Early
Monogatari Literature – *Genji Monogatari* - Lyrical Diaries.
5. Presentations

6. Emergence of Samurai Culture in the Kamakura, Ashikaga and Muromachi Periods.
Medieval *Gunki* Epic Tales - *Heike Monogatari*.
1
7. Later Medieval *Gunki* Epic Tales – *Taiheiki* – *Gikeiki*. -
History of Japan in the Mirror of Fiction (*rekishi monogatari, zuihitsu*)
8. Noh Theatre and Kyogen – Plays and Poetics. – Kanami and Zeami. -
Noh Theatre and Kyogen – Performance.
9. Literature and culture in the Tokugawa Period – Introduction.
Religion, Philosophy and Morals of the *ukiyo* World
10. Zen Buddhism in Fine Arts and Martial Arts – Zen Style of Life -
Zen Buddhism in Literature – Renga and Gozan bungaku
11. *Haiku* Poetry, *Haiga* Paintings and *Haibun* Prose -
Basho and his Aesthetic Universe.
12. Haiku after Basho – Shofu School – Yosa-no Buson – Kobayashi Issa.
Edo waka Poetry: Ryokan-hoshi, Ozawa Roan, Tachibana Akemi.
13. Presentations
14. Prose Masterpieces of the Tokugawa Period:
Ihara Saikaku
15. Joruri and Bunraku Theatre.
Kabuki Theatre and its Role in the City Life.
16. Plays by Chikamatsu Monzaemon – Jidai-mono – Sewa-mono
Drama after Chikamatsu – Chusingura.
17. Ueda Akinari and *Kaidan* Ghost Stories -
Popular Fiction and Book Printing – Evolution of the Woodblock Prints
Technique and ukiyo-e Painting..
18. “National School” *Kokugaku and Literature: Kamo Mabuchi, Motoori Norinaga* -
Literature of the *Bakumatsu* Period
19. Presentations
20. Literature and Culture in the Meiji Period: Modernization – Western Influences -
Education and Science – Religion - Arts – Revival of National Identity

21. Great Names in Meiji-Taisho- Showa Poetry - Great Names in Fiction in the Meiji- Taisho Period (overview) .
23. Great Names in Fiction in the Showa Period (overview)
24. New Japanese Literature and the West: a Century of Shared Love.
25. Final Examination

NAS 250 - Introduction to North American Studies

Fall Term: Monday and Wednesdays 3:30 PM-4:45 PM

Instructor: Office: C-9

Office Telephone: Email:

Office Hours:

Course Goals

1. To provide students with an overview of the North American continent, its geography, peoples, and institutions;
2. To encourage students to understand, appreciate, and engage critically with key concepts and issues in the development of North America by means of the examination of significant events, periods, writings, readings, and ideas;
3. To show how the continent of North America was originally inhabited and how it was developed and altered by outside civilizations and immigrants;
4. To instill in students an understanding of major social, political, and economic developments in 19th and 20th century Canada, Mexico, and the U.S.A.;
5. To develop student skills in note taking during lectures and careful study of assigned readings;
6. to develop student's analytical and critical thinking with regard to social, legal and political issues;
7. To introduce key concepts and terminology to students;

Course Description

In this required course for the Global Studies-North American Studies program, students will examine the countries of Canada, Mexico, and the United States and the ties that bind them as well as the differences that separate them. Topics explored will include: the geographical features of North America; the native peoples who first occupied the land; North America's settlement by Europeans; its political and governmental systems; and, its emergence as the world's largest free trade area and source of economic and military power. Students will also explore and compare major social, political and economic developments in the three countries especially during the 19th and 20th centuries. In analyzing these topics, students will utilize a multidisciplinary approach including geography, history, sociology, political science, and law. Videos, films, radio, music, and the Internet will also be examined so students can fully explore key issues in traditional and nontraditional ways.

Classroom Activities

Because this tends to be a large class, the normal means of instruction will be by lectures featuring PowerPoint slides. However, students may be asked discussion questions. Also, an early session will be devoted to map work of the North American continent. Classic movies relating to important themes will also be shown in class.

Prior Academic Preparation

None

Evaluation

<u>Classroom Participation</u>	10 %
<u>Homework/Assignments</u>	20%
<u>Mid-term Exam</u>	30%
<u>Final Exam</u>	40%

Course Materials

1. No text book as such has been assigned because this is an innovative course dealing with an entire continent and few books discuss this matter adequately. Despite this, students should expect readings to be extensive. They will consist of a number of main ideas drawn from books, articles, essays, and other materials which be given as handouts and used to demonstrate the themes of the course (see below).
2. Map work; and, Internet materials will also be utilized.
3. Readings will be drawn from:

A. Books (selections from); articles etc.:

John Blum, et al., The National Experience

A. Craig, Heritage of World Civilizations

J. Diamond, Guns, Germs and Steel

Gavin Menzies, 1421: The Year China Discovered America

Howard Zinn, A People's History of the United States

Howard Zinn, Voices of a People's History

Thomas Paine, Common Sense

William Appleman Williams, *"Expansion, Continental & Overseas"*

B. Films/Documentaries:

- Citizen Kane
- The Making of Citizen Kane
- The Grapes of Wrath
- Casablanca
- Gone With the Wind
- Dances With Wolves
- Treasure of the Sierra Madre

C. Others:

Film clips from BBC, CNN, PBS, Discovery Channel, National Geographic etc.

Class Schedule and Reading Assignments

1 st class	Getting Started; Introductions <i>Readings: J. Diamond, <u>Guns, Germs and Steel</u> handout</i>
2 nd class	Overview of the Geography of North America and Introduction to its Native Inhabitants; Begin Map Work <i>Project: (map project handout)</i>
3 rd class	Who “discovered” North America—Columbus, the Chinese, or Vikings? The clash between Discoverers and Native Inhabitants. <i>Reading: G. Menzies, <u>1421</u> handout; selection from J. Blum, <u>The National Experience</u>; J. Noble Wilford Review of Gavin Menzies, <u>1421</u></i>
4 th class	The Spanish in North America: The Early Years <i>Reading: J. Blum, Handout; “Establishment of Spanish Empire in America Handouts”</i>
5 th class	<i>Movie: “Treasure of the Sierra Madre”</i> <i>Readings: Internet Assignment</i>
6 th class	The French in North America and Early Canada <i>Readings: Internet Assignment</i>
7 th class	The British in North America <i>Readings: Internet Assignment</i>
8 th class	U.S. Independence

- 9th class *Readings: T. Paine, "Common Sense"; Internet Assignment*
The Articles of Confederation, Constitutional Convention of 1787
Readings: Internet Assignment
- 10th class The Experience of Blacks, Slavery, the American Civil War
Readings: Internet Assignment; handout from H. Zinn, A People's History of the United States
- 11th class *Movie: "Gone with the Wind"*
Readings: Internet Assignment
- 12th class The Experience of Women In North America.
Readings: Internet Assignment
- 13th class The Experience of Asians in North America
Readings: Internet Assignment
- 14th class The Experience of Native Americans in North America
Readings: Howard Zinn, "As Long as Grass or Water Runs" handout
- 15th class The Experience of European Immigrants in North America
Readings: H. Blum, "The Immigrant and the City" handout
- 16th class Mid-term Examination
- 17th class Manifest Destiny and Empire: U.S. Expansion
Readings: William Appleman Williams "Expansion, Continental & Overseas" handout
- 18th class *Movie: "Dances With Wolves"*
Readings: Internet Assignment
- 19th class The Making of Citizen Kane
Readings: Internet Assignment
- 20th class *Movie: "Citizen Kane"*
Readings: Internet Assignment
Including N.Y. Times review of Citizen Kane
- 21st class North America and 'World War I
Readings: Internet Assignment
- 22nd class The Great Depression and the Period Between the Wars
Readings: Internet Assignment
- 23rd class *Movie: "The Grapes of Wrath"*
Readings: Internet Assignment
- 24th class World War II and Japanese Internment
Readings: F. Korematsu handouts

- 25th class *Movie: "Casablanca"*
Readings: Internet Assignment
- 26th class Post World War II, The U.N., and Vietnam War
Readings: Internet Assignment
- 27th class The Issue of Poverty in North America
Readings: Internet Assignment
- 28th class Border Issues and *Movie: "Touch of Evil"*
Readings: Internet Assignment
- 29th class Review
- 30th class Final Examination

ECN370 DYNAMICS IN NORTH AMERICAN ECONOMIES (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

Meeting times: To be announced

DESCRIPTION: North America is one of the world's largest market economies. It's heart is highly developed economic institutions, which have evolved over hundreds of years, experiencing many changes and adjustments. Frequently, we will apply economic theories students should have learned in previous economics courses in our study of North American economic dynamism. We will be primarily concerned with the period after the Civil War. Discussion and analysis of current economic policies will not be the main concern of this course. This will be left for ECN310 (US Economic Policy). Five themes will be emphasized throughout our study: (1) economic growth, (2) markets and the role of government, (3) the quest for security, (4) competitiveness and international comparisons, and (5) demographic forces during the 19th and 20th centuries. Movies will be shown in the class to illustrate the course content.

OBJECTIVES: This course will familiarize students with basic knowledge of the economic history of the United States, and review basic macroeconomic theories. By utilizing such theories, students will be able to analyze deeply events in the US economic history and discuss the possible causes and consequences. This course also introduces chronological order economic thought from Adam Smith to John M. Keynes.

STUDY MATERIALS:

<Textbooks>

Walton, Gary M. & Hugh Rockoff. History of the American Economy, 10e. South-Western, 2006.

<Reference books, sources of readings and other information>

Conte, Christopher and Albert R. Karr. An Outline of the US Economy. US State Department, 2001. Downloadable at: <http://usinfo.state.gov/products/pubs/oecon/>. Handouts on macroeconomic theories will be distributed in the class.

ASSESSMENT: Student achievement of the stated course Objectives will be measured in the following three areas: (i) Research paper (50%), (ii) In-class presentations and participation (25%), and (iii) Take-home final examination (25%).

ACADEMIC PREPARATION: Students are encouraged to have completed Principles of Macroeconomics before enrolling in this course. To achieve the objectives mentioned above, concepts and basic theories of macroeconomics will be reviewed during the first several weeks.

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: The course format is lectures and student presentations. Explanation and economic interpretation of historical events will be covered by lectures in the first half of the course. In the latter half of the course students will present their research. To facilitate progress, each student will submit a research proposal by the end of the fifth week. The final version of the research paper should be submitted before final exam week. Format and other requirements for the research paper will be announced during the first week of the course.

SCHEDULE:

<Week 1>

Introduction: Growth, Welfare, and the American Economy
Review of Macroeconomic Theories

<Week 2>

Review of Macroeconomic Theories

<Week 3>

Reading: Chapter 9 – Transportation and Market Growth
Chapter 10 – Market Expansion and Industry in First Transition

<Week 4>

Reading: Chapter 11 – Labor During the Early Industrial Period
Chapter 12 – Money and Banking in the Developing Economy

<Week 5>

Reading: Chapter 14 – War, Recovery, and Regional Divergence
Chapter 15 – Agriculture’s Western Advance

<Week 6>

Reading: Chapter 16 – Railroads and Economic Change
Chapter 17 – Industrial Expansion and Concentration

<Week 7>

Reading: Chapter 19 – Money, Prices, and Finance in the Postbellum Era
Chapter 20 – Commerce at Home and Abroad

<Week 8>

Reading: Chapter 22 – The Roaring Twenties
Chapter 23 – The Great Depression

<Week 9>

Reading: Chapter 24 – The New Deal
Chapter 26 – The Changing Role of the U.S. Government
Movie: *The Grapes of Wrath* (1940)

<Week 10>

Reading: Chapter 27 – Growth and the Business Cycle after World War II
Movie: *Forrest Gump* (1994)

<Week 11>

Student presentations of research

<Week 12>

Student presentations of research

<Week 13>

Student presentations of research

<Week 14>

Student presentations of research

<Week 15>

Review and Take-home Final Examination

Prior Academic Preparation

None

Evaluation

<u>Classroom Participation</u>	30 %
<u>Assignments/Projects/Papers</u>	30 %
<u>Final Exam</u>	40 %

Course Materials

1. James MacGregor Burns, et al., Government by the People, Basic Version (Prentice Hall: 20th edition, 2005)—required;
2. A number of articles, essays, and other materials will be given as handouts and used for discussion.
3. Internet materials, website work will be assigned to students.
4. Movie: “All the President’s Men”
5. We will look at DVD recorded clips from CNN and the BBC pertaining to the November, 2006 Mid-Term elections

Class Schedule and Reading Assignments

1 st class	Basics: getting started
2 nd class	Introduction to American Legal System and the Role of Constitution – <i>Readings: Burns, 1-13; 47-54</i>
3 rd class	Historical Background of the Constitution <i>Readings: Burns, 14-24; 55-60</i>
4 th class	“ (Continued)
5 th class	The Living Constitution <i>Readings: Burns, 26-35</i>
6 th class	The Living Constitution <i>Readings: Burns, 35-44</i>
7 th class	American Federalism Readings: Burns, 60-77
8 th class	Overview of the 3 branches of Government <i>Readings: Handouts</i>
9 th class	Congress <i>Readings, Burns, 268-280</i>
10 th class	Congress <i>Readings, Burns, 281-302</i>
11 th class	The Presidency <i>Readings, Burns, 304-315</i>
12 th class	The Presidency

Readings, Burns, 316-325

13 th class	The Presidency <i>Readings, Burns, pp. 326-331</i>
14 th class	Congress & the President <i>Readings, Burns, pp. 332-341</i>
15 th class	Congress & the President <i>Readings, Burns, pp. 342-351</i> <i>Growth of Presidential Powers</i>
16 th class	Nixon and Watergate <i>Readings, handout</i>
17 th class	Movie & Discussion: “All the President’s Men”
18 th class	The Judiciary <i>Readings, Burns, pp. 376-387</i>
19 th class	The Judiciary Readings, Burns, pp. 388-403
20 th class	First Amendment Freedoms <i>Readings, Burns, pp. 404-419</i>
21 st class	First Amendment Freedoms <i>Readings, Burns, pp. 420-425; handouts</i>
22 nd class	Case Study: Fred Korematsu <i>Readings: (U.S. vs. Korematsu); other handouts</i>
23 rd class	The Iraq War and Constitutional Issues <i>Readings: Handouts</i>
25 th class	The Iraq War and Constitutional Issues (continued)
26 th class	Student Internet/ Research Projects
27 th class	The Death Penalty <i>Readings: Internet readings</i>
28 th class	The Death Penalty (continued)
29 th class	Course Wrap-up and Review
30 th class	Final Exam

PLS 340: Foreign Policy of the United States

Fall Term: Tuesdays & Thursdays 15:30 – 16:45

Instructor: Itsuki Kurashina

Office: C-17

Office Telephone: 018 (886) 5990

E-mail: ikurashina@aiu.ac.jp

Course Goals

This course has three primary goals:

1. The students will acquire basic information about various factors, foreign and domestic, which influence US foreign policy.
2. The students will understand the process of foreign policy making in the US government.
3. The students will become accustomed to a seminar-style course.

Course Description

After the Cold War, the United States became the only superpower. This class will provide the proper understanding of the theory and practice of US diplomacy so that students can learn how foreign policy is made in the United States. The lectures will focus on the international and domestic factors that influence US foreign policy making.

Classroom Activities

Material will be presented in a combination of lectures and seminar style discussions. First, the lecturer explains the important points and discusses the assigned issue. In the next class, the issue is discussed in a seminar format. Students are requested to play the roles of presenters and discussants. They are also expected to submit a research paper on the given issues at the end of the semester. Some guest speakers are expected during the course.

Prerequisites

None

Evaluation

Presentation in Seminar 20%: All students are expected to make at least one presentation on an assigned issue based on his/her reading of the textbook and the lecturer's explanation in previous class.

Discussant in Seminar 10%: All students are required to play the role of discussant at least once during the semester.

Participation in Seminar Discussion 20%

Two Response Papers 20% (10 for each): Students are required to submit two short papers, each no more than one, double-spaced, A4 paper in length which summarizes their reaction to the discussion in one seminar section. A response paper should be submitted one week after the discussion in a seminar section.

Reaction papers to Guest Speakers 10% : Students are to express their opinions regarding guest speakers' lectures in a short paper of no more than two double-spaced, A4 pages. The paper is due one week after the lecture.

Research Paper 20%: Based on the knowledge of various determinants of US foreign policy, students are expected to provide their explanations of the reason why the United States started the war against Iraq in 2003. The research paper should be around five double-spaced, A4 pages in length.

Course Materials

Textbook: Eugene R. Wittkopf, Charles W. Kegley, Jr., & James M. Scott, *American Foreign Policy: Pattern and Process*, 6th edition. Belmont, CA: Wadsworth/Thomson Learning, 2003. Following materials are suggested as basic readings for students interested in U.S. foreign policy:

1. Graham Allison & Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd edition. New York: Longman, 1999.
2. G. John Ikenberry, ed., *American Foreign Policy: Theoretical Essays*, 5th edition. New York: Pearson Longman, 2005.
3. Kenneth N. Waltz, *Theory of International Politics*. Boston: McGraw Hill, 1979.
4. Robert O. Keohane & Joseph S. Nye, Jr., *Power and Interdependence*, 3rd edition. New York: Longman, 2001.

Course Schedule

1. Course Introduction

2. Pattern and Process in American Foreign Policy

Required: *American Foreign Policy*, pp. 14-22 (8 pages)

3. Historical Development of US Foreign Policy

Required: *American Foreign Policy*, pp. 25-72 (47 pages)

4. Seminar on Historical Development of US Foreign Policy

5. US Military Might and Interventionism

Required: *American Foreign Policy*, pp. 73-108 (35 pages)

6. Seminar on US Military Might and Interventionism

7. Covert Activities, Foreign Aid, Sanctions, and Public Diplomacy as Foreign Policy

Instruments

Required: *American Foreign Policy*, pp. 109-146 (37 pages)

8. **Seminar on Covert Activities, Foreign Aid, Sanctions, and Public Diplomacy as Foreign Policy Instruments**
9. **Lecture by Outside Speaker: Mr. Frank Januzzi**
10. **International Political System in Transition**
Required: *American Foreign Policy*, pp. 149-198 (49 pages)
11. **Seminar on International Political System in Transition**
12. **Lecture by Outside Speaker: Mr. Takashi Koyama**
13. **The World Political Economy in Transition**
Required: *American Foreign Policy*, pp. 199-238 (39 pages)
14. **Seminar on World Political Economy in Transition**
15. **US Political Culture and Public Opinion in Foreign Policy**
Required: *American Foreign Policy*, pp. 241-277 (36 pages)
16. **Seminar on US Political Culture and Public Opinion in Foreign Policy**
17. **Interest Groups, Mass Media, and Presidential Elections**
Required: *American Foreign Policy*, pp. 278-318 (40 pages)
18. **Seminar on Interest Groups, Mass Media, and Presidential Elections**
19. **Presidential Leadership in Foreign Policy Making**
Required: *American Foreign Policy*, pp. 321-358 (37 pages)
20. **Seminar on Presidential Leadership in Foreign Policy Making**
21. **The Foreign Policy Bureaucracy and Foreign Policy Making**
Required: *American Foreign Policy*, pp. 359-402 (43 pages)
22. **Seminar on Foreign Policy Bureaucracy and Foreign Policy Making**
23. **The Congress and Foreign Policy Making**
Required: *American Foreign Policy*, pp. 403-444 (41 pages)

24. **Seminar on the Congress and Foreign Policy Making**
25. **The Process of Decision Making**
Required: *American Foreign Policy*, pp. 447-482 (35 pages)
26. **Seminar on the Process of Decision Making**
27. **Leader Characteristics and Foreign Policy Performance**
Required: *American Foreign Policy*, pp. 485-514 (39 pages)
28. **Seminar on Leader Characteristics and Foreign Policy Performance**

PLS 360 Japanese Foreign Policy Toward the United States

Spring Term: Tuesday and Thursday 17:00 – 18:30 PM

Instructor: Michio Katsumata

Office: Library 2nd Floor

Office Telephone: 5885

E-mail: katsumata@aiu.ac.jp

Course Goals

The course trains students to:

1. learn the fundamental characteristics of the Japanese political decision-making process;
2. research selected topics about bilateral political, economic, social and cultural issues, and
3. develop analytical skills and critical thinking through presentations and writing about these issues.

Course Description

The course concentrates on Japan's foreign policy toward the U.S. after the World War II. This is done to assess why the relationship is called "the most important bilateral relations in the world." Students are also required to develop their ideas about the role and identity of Japan in Asia and in the world in the 21st century. Key players in the making and implementation of Japan's foreign policy and the reasons for their roles in these processes are examined. Also discussed is Japan's political culture in its historical context with some attention given to an historical perspectives of Japan-U.S. relations.

Classroom Activities

Basic information will be provided during lectures, but students will also be expected to participate in discussions of the topics raised in the class. The class topics are for mainly case studies and each student will make at least two short presentations on assigned topics.

Prerequisite

None, but basic knowledge of modern history of Japan and U.S. would be helpful.

Evaluation

Class attendance and participation 40% : Participation includes frequent discussions and individual presentations. Each presentation will be about 5-10 minutes.

Essay on Senator Fulbright's biography 10%: Katsumata Michio, editor, *Against the Arrogance of Power: My Personal History*. Tokyo: Nihon Keizai Shimbunsha, 1991.

This book is available in hardcover edition in both Japanese and English, and paperback in Japanese with additional chapter and extensive introduction by Katsumata in 2002) offers a good summary of American foreign policy from the start of the World War II to the Gulf War in 1990s. AIU students, in particular, should know how the Fulbright's study abroad program was established with his personal experience and his expectations. The essay assignment is meant to encourage both Japanese and international students at AIU to develop his/her personal view of Fulbright's legacy and his influence over

Japan-U.S. relations.

Midterm report 20% : Report should be on any topic discussed in the class with the length of 3 pages with notes to show citation from recommended books..

Final report 30% : Report should be on any topic discussed in the class during the second half of the semester with the length of 4 pages with notes.

Course Materials

There is no textbook which the class will closely follow, and students are expected to read many recommended materials such as some sections of books, copies of magazine and newspaper articles, governmental documents available through internet, most of which will be notified and /or offered during the classes. The Japanese and world chronologies and map book(s) are indispensable. The most highly recommended is: Kota Kodama ed., *Standard Chronology of Japanese History*. Tokyo: *Yoshikawa Kobunkan*, 2006 (児玉幸多編 『標準日本史年表』 吉川弘文館). There is a list of recommended books (about 40 in Japanese and 20 in English) available at the library and the instructor's office. Students are expected to read at least 4 or 5 books of these books to write their reports.

Class Schedule (1 class: 90minutes)

1. Introduction

Why does Japan think its U.S. relations so important?
Overview of Japan-US relations from 1850s to 2006
About recommendable books and materials

2. Japan's Self-image and World View

What is "Japan" to Japanese people?
The Japanese image of the world; its psychological map
Placing US in Japan's 2000 year history

3. Who are the Foreign Policy Makers?

Diplomats or politicians?
Increased power of prime minister under Koizumi administration
Role of ruling party: LDP since 1955

4. Political Parties and Politicians

Role of LDP's Policy Research Council: Seedbed of Zoku (tribe)-giin
Positioning of political parties
Komeito as casting voter

5. Ministry of Foreign Affairs (MOFA)

Diplomatic experts? Lack of intelligence work?
Ambassador: Representing the nation but powerless in domestic politics
and forced by players in diplomatic negotiations

6. **Bureaucrats Still Real Policy Makers**
 Strong bureaucratic system developed since Edo period
 Turf wars and status order among ministries
 Career's pride and prejudice
7. **“The Iron Triangle”: Power Source of Bureaucrats**
 Close relationships among bureaucrats-politicians-industrialists
Amakudari” (Descent from heaven) as mediator
 “Economy first, politics second”: Economic policy over diplomacy
8. **Dismantling “The Iron Triangle”**
 Big wave of globalization, deregulation, liberalization
 Money scandals and corruption) disclosed and exposed (*dango*)
 Smart function of public (special) corporations
9. **Japan-U.S. Confrontation--Overture**
 From “Black Ship” to Pearl Harbor and Atomic bomb
 Perception gap between the two nations
 Cycle of honeymoon and war periods
10. **U.S. Dominance over Japan—Occupation Era**
 Unconditional surrender and Peace Constitution imposed?
 Democratization and the threat of Cold War
 Police Reserve prompted by GHQ in 1950
11. **Japan-U.S. Security Treaty**
 Yoshida doctrine: “America first”
 1951 San Francisco peace treaty
 1960 Japan-US security treaty revised: mass demonstrations
12. **Self Defense Forces (SDF)**
 1954 SDF law enacted: “Not a military force”
 Building up under the US pressure
 Peace keeping operation in 1990s to 2000s
13. **Negotiations in 1960s**
 Prime Minister Sato: Okinawa's return
 Three principles for non-nuclear arms
 Textile trade issue
14. **Negotiations in 1970s**
 “Nixon Shock” and “Oil Shock”
 Prime Minister (PM) Tanaka to normalize the relations with China

PM Fukuda to start Japan-US summit meeting

15. Negotiations in 1980s

PM Nakasone: Ron-Yasu relations

SII (Structural Impediment Initiative) and Maekawa report

Bubble economy: Buying into America

16. Negotiations in 1990s

Japan's "bubble economy" bursts

"Lost decade": slow restructuring

From "Japan-bashing" to "Japan passing and Japan nothing"

17. Alliance in 2000s

PM Koizumi: faithful follower of the US

Stronger commitment to Peace Keeping Force (PKF): Afghan War and Iraq War

Energy (oil) diplomacy deteriorated

18. The China Problem since the Mid Nineteenth Century

Japanese view of China: superiority and inferiority complex

American view of China: peasants to rivals

China, Japan and U.S Triangle: Competitors

19. Japan-China-US: The New Tri-polar Relationship

Love and hate relationships among the three nations

China's emerging economic and military power

China's strategy, US strategy and Japan's Lack of a Strategy

20. The Korean Problem

South Korea: friend and foe

North Korea: Missile crisis and abduction cases

Historical perspectives on Korean peninsula

21. Emerging New Nationalism

From right-wing mobsters to young generations

Toward "closed society," not to "open society"

"Militarism" questioned by surrounding nations

22. Japan and the United Nations

Birth of U.N. based on the lessons from League of Nations

From war, economic plan, health, education and culture

Japan in the secondary position

23. Can Japan be a Member of UN Security Council?

Under the UN reform plan

Who will likely support Japan?

How far can SDF work out for PKO and anti-terrorism?

24. Japan's New Identity

“Japan in Asia,” or “Japan vs. Asia”?

Economic power continues with new rivals?

“Ordinary global power” can be achieved?

25. Can the Japan-US Strategic Alliance Continue?

An equal partnership?

Perspectives on revision of peace constitution and security treaty

New era after Koizumi and Bush: still unclear

**Sociology 350 Social Problems in the US
Spring 2007**

**Assistant Professor John Gulick
Office Phone: X5969**

**Office: A30
E-mail: jgulick@aiu.ac.jp**

Course Goals

This course endeavors to equip students with the following capabilities:

1. The ability to identify different ways that sociologists go about characterizing an issue as a social problem.
2. The ability to creatively apply these different levels of analysis.
3. An appreciation of some (but by no means all) of the most significant and durable social problems facing the contemporary US.
4. The ability to figure out which of these problems are unique to the US and which are generally experienced by (over)developed countries of the Global North (Japan included).
5. The ability to speak intelligibly and write coherently about subjects 1-4.

Course Description

This course surveys some of the most deep-seated social problems afflicting the United States. By its nature sociology understands problems commonly represented as individual as collective in origin and resolution. However, in considering social problems sociologists all too often restrict themselves to deconstructing behaviors conventionally thought of as “deviant,” ceding coverage of society’s most monumental crises. Sociologists rooted in the conflict paradigm deal with larger structural problems of inequality and oppression, but they too refrain from issuing far-reaching cultural critiques, thus giving the impression that the main imperfection of US society is that it does not live up to the noble image it projects of itself. This course transcends this limited approach when contending with US society’s most intractable problems, such as the degeneration of US electoral politics into media spectacle, the persistence of US imperial aggression, and the ecologically unviable US exurban way of life.

Classroom Activities

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

Prior Academic Preparation

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

Evaluation

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.

Two short papers, each roughly two pages in length, will be assigned. Both papers will ask students to relate course concepts to documentary materials and each will be worth 10% of the overall grade.

There will be a mid-term exam and a final exam, which will be a take-home. Each will be worth 35% of the overall grade.

Course Materials

- Feagin, Joe R., Clairece Feagin, and David V. Baker. 2006. *Social Problems: A Critical Power-Conflict Perspective*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Other readings to be announced, placed on library reserve.

Class Schedule

Week I: Introduction to the course. A troubled society.

Weeks II-III-IV: Class relations, inequality, poverty, and un(der)employment.

Documentary video: *The Smartest Guys in the Room*; *Wal-Mart: The High Cost of Low Price*.

Week V-VI: Racism and sex/gender discrimination.

Weeks VII-VIII: The corporate buyout of politics and the “culture wars”.

Documentary videos: *The Big Buy*; *The Jesus Factor*.

Week IX: Health and medical care.

Documentary videos: *Supersize Me*.

Week X: The commercialization of everyday life and the trivialization of politics.

Documentary video: *The Persuaders*.

Week XI: The military-industrial complex and the “global war on terror”.

Documentary video: *Why We Fight*.

Week XII-XIII-XIV: Energy, environment, and the “end of suburbia”.

Documentary videos: *The Oil Factor* (excerpts); *Extreme Oil* (excerpts); *Hot Planet*; *Cold Comfort* (excerpts); *The End of Suburbia*.

Week XV: Course review.

Week XVI: Final exam

EAS 290: Political Economy of East Asia

Spring and Fall Terms

Instructor: Wo Lap LAM, Ph.D.

Office Telephone: 5880

Office: C 15

Email: willy@aiu.ac.jp

Course Goals

Students will become well-equipped to pursue higher-level social sciences and humanities courses related to East Asia. Students will be introduced to the political and economic structures of East Asian countries, particularly the ideas and institutions behind the rise of China, Japan and South Korea. They will also become acquainted with the methodology of independent research in political science, political economy, economics and business.

Course Description

This is a survey course on the political and economic structures and policies – of East Asian countries and regions, including Greater China (China, Taiwan, Hong Kong), Japan, and South Korea. These countries' distinctive political, legal and economic characteristics, in addition to the underlying beliefs and ideologies, will be analyzed. Full attention will be paid to their industrialization and modernization after World War II, particularly in the past two decades. Diplomatic relations among these important East Asian players, as well as their interaction with the U.S. and the West, will be discussed. The course will also touch on, though not in detail, social and cultural issues, as well as the role of the civil society, in these countries and regions. Comparisons will be made between the Chinese, Japanese and South Korean models of development

Class Activities

Apart from lectures, relevant videos will be shown to illustrate the modernization and transformation of China, Japan and the Koreas in the past two to three decades. Discussion and debates among students will be held.

Prior Academic Preparation

None

Course Materials

The instructor will give hand-outs to the class every week.

Chapters and parts of the following textbooks will be prescribed for reading/reference.

Kenneth Lieberthal, *Governing China* (New York: W W Norton, 2004)

Willy Wo-Lap Lam, *The Era of Jiang Zemin* (Singapore & New York: Prentice Hall, 1999)

Orville Schell & David Shambaugh, ed. *The China Reader* (New York: Vintage, 1998)

Gregory Chow, *China's Economic Transformation* (London: Blackwell Publishing, 2001)

Nicholas Lardy, *China's Unfinished Economic Revolution* (Washington: Brookings Institution, 1998)

Byung-Nak Song, *The Rise of the Korean Economy*, 3rd Edition (New York: Oxford, 2003)

Chalmers Johnson, *Japan: Who Governs?* (New York: WW Norton, 1995)

Richard Katz, *Japan: The System that Soured* (New York: M E Sharpe, 2003)

Bai Gao, *Japan's Economic Dilemma* (Cambridge, U.K.: Cambridge University Press, 2001)

Evaluation

Two essays of about 2,000 words each (scholarly format); plus final examination. Class participation will also be assessed.

Course Schedule [week by week]

1. Introductory concepts about political science, economics and political economy: in particular, political, social and economic institutions/systems. Brief historical survey: World War II and its aftermath; relations between East Asian states and the West, in particular, the U.S.
2. China's political structure: the role of the Chinese Communist Party, Party ideology, government legal and military institutions.
3. The reform and open-door policy began by Deng Xiaoping in the late 1970s; the rise of the Chinese economy and emergence of the "world factory."
4. The big challenge of providing education, health, social welfare, as well as housing for urban and rural citizens; the problem of corruption and government inefficiency; conditions of workers and peasants, and social disturbances.
5. Prospects and impediments to economic and political reform from the 1990s to the first decade of this century and the challenge of globalization.
6. The role of the private-sector economy, civil society and the media in China's modernization: China's relations with Japan, the Koreas and the U.S., and the viability of the "China model."
7. The economic "miracle" of Taiwan and Hong Kong: China's relationship with Taiwan and Hong Kong, and the concepts and development of national reunification and "one country, two systems."
8. Japan's rapid rise after the Meiji Reforms; the impact of World War II; Tokyo's special partnership with the U.S. Japan's political and economic structure; "quasi-one party rule" under the LDP; other political parties and forces.

9. The success formula of Japan Inc; the role of the *zaibatsu* 財閥 ; the bubble economy of the 1980s. Can Japan maintain its hi-tech and innovative edge in the early 21st Century?

10. Reforms under the Koizumi Government, especially privatization and the “small government” crusade; the management revolution in the early 2000s; the future of the reform of the political structure; significance of the emergence of the post-War generation.

11. Japan’s bid to become a “normal nation” and its effort to play a bigger role in world affairs; Constitutional Revision; Relations with China and the Koreans in the coming decade. Japan’s aspirations – and ways and means -- to remain the dominant economic and political power in the Asia-Pacific Region; complicated tangle of ties among Japan, China, Taiwan, Russia, India, the U.S. and ASEAN.

12. The Korean War and the Rise of the South Korean economy; the role of the *chaebol*; the long road to modernization in South Korean politics; the Asian Financial Crisis and its aftermath; Seoul’s new high-tech revolution.

13. Seoul’s “sunshine policy” toward North Korea; the nature of North Korean dictatorship; relations between the two Koreas and their impact on ties with Japan, China and the U.S.

14. The global role of East Asia; East Asia’s relationship with ASEAN countries; the concept of “ASEAN plus 3”; the possibility of an East Asian Community.

15. Comparison between different Asian models of development; Summing up and revision of the more difficult concepts.

**HIS 280: Modern History of China
Spring Term, 2007**

**Instructor: Norihito Mizuno, Ph.D.
Office Telephone:**

**Office:
Email:**

Course Objectives

History 280 is a survey course of modern Chinese history and will pursue the following objectives:

1. A student is expected to grasp an overview of China's transformations from the early 19th century until recent years.
2. A student is hence expected to gain basic and necessary knowledge of various topics in modern Chinese history in order to accomplish the first objective.

Course Description

The course will cover Chinese history since about 1800 to the present. It examines all major aspects, including politics, foreign relations, socio-economic and cultural changes which China has undergone. We will especially focus on the following six themes:

1. China's suffering of imperialism and strife for modernization and survival
2. The struggle between the Communists and the Nationalists
3. Sino-Japanese conflict and WW II in the 1930s and early 40s
4. Communist China under Mao
5. China after Mao
6. Taiwan (if it is regarded as part of "China").

Classroom Activities

1. A lecture will be the basic framework of this course. A student is expected to attend every meeting and take notes in class.
2. A student is also expected to raise questions and participate in class discussion actively.
3. Videos will be shown to help student's understanding of the course.

Prerequisites

None

Evaluation

1. Examinations (40% x 2 = 80%): Midterm and final examinations based on lectures and the assigned readings, and consisting of ID and essay questions. A study guide will be given more than one week before each exam.
2. Quizzes (5% x 2 = 10%): Two quizzes (ten multiple-choice questions each) A study guide will be given one week before each quiz.
3. Attendance/Participation (10%): Attendance will be irregularly taken.

*Some chances to earn extra points may be given.

Course Materials

Immanuel C.Y. Hsu. The Rise of Modern China. 6th ed. #ISBN: 0195125045

*Some additional readings will be assigned.

Course Schedule

Week 1(Apr. 9-13)

- I. Course Introduction
 - II. Brief overview on Chinese history before 1800
- Reading: Hsu, Ch. 1-5.

Week 2(Apr. 16-20)

- III. Manchu Conquest of China and the Qing Dynasty
 - IV. The Beginning of “Century of Humiliation”
- Reading: Hsu, Ch. 6-10.

Week 3 (Apr. 23-27):

- V. Domestic Upheavals (1800-1870s)
 - VI. The Qing Reform Attempts
- Reading: Hsu, Ch. 11-15.
- *1st Quiz (Apr. 27)**

Week 4 (Apr. 30-May. 4)

No Class

Week 5 (May. 7-11)

- VII. The Rise of Nationalism
 - VIII. The Revolutionary Movement
- Reading: Hsu, Ch. 16-19

Week 6 (May. 14-18)

- IX. Post-Imperial China in Disunity
 - X. Nationalists and Communists
- Reading: Hsu, Ch. 20-22.
- Study Guide for the 1st Midterm Examination (May. 18)**

Week 7 (May. 21-25)

- XI. China and Japan
- Reading: Hsu, Ch. 23-24.

Week 8 (May. 28-Jun. 1)

- 1st Midterm Examination (May. 28)**
- Movie**

Week 9 (Jun. 4-8)

XII. Sino-Japanese Conflict in the 1930s

XIII. Chin and WW II

Reading: Hsu, Ch. 23-24.

Week 10 (Jun. 11-15)

XIV. China after WW II

XV. The Rise of Communist China

Reading: Hsu, Ch. 25.

Week 11 (Jun. 18-22)

XIV. Mao's China

Movie

Reading: Hsu, Ch. 26-27

Week 12 (Jun 25-29)

XV. The Great Cultural Revolution

Reading: Hsu, Ch. 28-29

2nd Quiz (Jun. 25)

Week 13 (Jul. 2-6)

XVI. China after Mao

XVII. China's Modernization Effort under Deng

Reading: Hsu, Ch. 30

Week 14 (Jul. 9-13)

XVIII. China in the 1990s

XIX. China in the 21st Century

Reading: Hsu, Ch. 30

Study Guide for the Final Examination (Jul. 13)

Week 15 (Jul. 16-20)

XX. Brief Historical Overview on Taiwan (-1945)

XXI. Contemporary Taiwan (1945-present)

Reading: Hsu, Ch. 31.

Final Examination

PLS 380: Chinese Foreign Policy and China-Japan Relations

Spring Term

Instructor: Wo-Lap Lam, Ph.D. Office: C 15

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Course Objectives

A firm grasp of China's foreign policy is essential to understand the large role that is expected of China in the 21st Century. This course will equip students with the concepts and knowledge they will find useful when pursuing higher-level and graduate-level courses in East Asian history, culture, political science, international relations, economics and foreign trade. The course will give them the background they need to understand prospects for Sino-Japanese relations, which will have an impact that goes far beyond the Asia-Pacific Region.

Course Description

With its fast-growing economic and military power, China is playing an increasingly pivotal role in world affairs. This course will examine the key concepts and orientations of China's diplomatic and security policy. Detailed analysis will be made of foreign-policy initiatives undertaken by recent leaders from Deng Xiaoping and Jiang Zemin to the current paramount leader, President Hu Jintao. China's relations with major countries and blocs, including the U.S., Japan, Russia, the Association of Southeast Asian Nations (ASEAN), the European Union, and Africa will be studied. Special emphasis will be put on Sino-Japan relations, particularly with reference to both countries' predominant positions in Asia as well as their respective ties with the U.S. Related issues such as China's energy needs and the development of its military forces will also be discussed.

Class Activities

Apart from lectures, relevant videos will be shown to illustrate landmark events in China's relations with its neighbors such as the Sino-Japanese War as well as seminal visits by Chinese leaders to Japan, Russia, the U.S. and so forth. Discussion and debates among students will be held regularly.

Prior Academic Preparation

None

Evaluation

Two essays of about 2,000 words each (scholarly format); plus final examination. Class participation will also be assessed.

Course Materials

The instructor will give hand-outs to the class every week.

Chapters and parts of the following textbooks (and other journal articles) will be prescribed for reading/reference.

Quansheng Zhao, *Future Trends in East Asian International Relations*. New York & London: Routledge Curzon, 2002.

Xuanli Liao, *Chinese Foreign Policy Think Tanks and China's Policy Toward Japa*. Hong Kong: Chinese University Press, 2006.

Robert Suettinger, *Beyond Tiananmen: The Politics of U.S.-China Relations*. Washington, D.C.: Brookings Institute, 2003.

Willy Wo-Lap Lam, *Chinese Politics in the Hu Jintao Era*. New York: M. E. Sharpe, 2006.

Andrew Nathan & Robert Ross, *The Great Wall and the Empty Fortress: China's Search for Security*. New York: W. W. Norton, 1997.

Chalmers Johnson, *Japan: Who Governs*. New York: W. W. Norton, 1995.

Course Schedule (week by week)

1. Introduction to core concepts of Chinese diplomacy and security considerations and policies: brief historical survey of China's relations with its Asian neighbors and the Western world in the 19th and 20th centuries; relationship between China's fast-expanding economic and military power and the country's increasingly assertive diplomacy, and foreign-policy principles laid down by leaders from Mao Zedong and Deng Xiaoping to Jiang Zemin and Hu Jintao.

2. Characteristics of Chinese foreign and security policies from the mid-1990s to the early 21st Century: China's "good-neighborly" policy; the concept of the "peaceful rise of China"; the new "energy diplomacy;" Beijing's anxiety to maintain "peaceful coexistence," particularly with its neighbors so as to nurture the best environment for economic take-off and to attract foreign capital, and a strong China and the establishment of a "multi-polar world order."

3. China's foreign-policy establishment: the Chinese Communist Party's Leading Group on Foreign Affairs: other key players in the party, government and People's Liberation Army (PLA); domestic and foreign factors that influence Chinese diplomacy; the questions of Taiwan, Tibet and Xinjiang, and the rise of nationalism and its impact on foreign policy.

4. China-U.S. relations: brief historical survey from WWII to Richard Nixon's trip to Beijing in 1972; Establishment of formal ties to the fall of the Soviet Union; Washington's "policy of engagement"; America's reaction to the Tiananmen Square crackdown; U.S. role in China's accession to the WTO; Washington's alleged "anti-China containment policy;" the Taiwan issue; the CCP leadership's opposition to "unilateralism" and U.S. policy on Iraq and Iran; China's \$200 billion trade surplus and trade disputes; current relations, and U.S. and China as "stakeholders" in the world order.

5. China-EU relations: China's relations with major European countries such as the U.K., France and Germany; Beijing's EU policy: European ties seen as essential to the establishment of a multi-polar world order; Beijing's bid to have EU lift its arms embargo on China. Sino-EU ties after the enlargement of the EU in 2004; Europe as China's largest trading partner, and the triangular China-EU-U.S. relationship.

6. China-Russia relations: brief historical survey of Sino-Russian relationship beginning with Soviet advisers within the early Chinese Communist Party;

competition between the two Communist giants in the 1950s and 60s; Sino-Soviet rapprochement in the Gorbachev era; Beijing's reaction to the fall of the USSR; resolution of border disputes and the establishment of the Sino-Russian strategic partnership; and Moscow's arms sales to China and its impact; the role of the Shanghai Cooperation Organization, and the triangular China-Russia-U.S. relations.

7. China-ASEAN relations: China's relations with the ten members of ASEAN, particularly Vietnam, Thailand, Singapore, Malaysia and Indonesia; the nettlesome issue of overseas Chinese and Beijing's early support of Southeast Asian Communist parties; resolution of disputes over the South China Sea; China-ASEAN economic cooperation and China's equivalent of a Marshall Plan for poor ASEAN members, and Beijing's competition with Tokyo and Washington for influence in ASEAN.

8. China-Japan relations: historical survey of relations between the two Asian giants; difference between the two countries' approach to Westernization; the legacy of WWII; the establishment of ties in 1972 and "honeymoon" period in the 1980s and the reasons behind worsening bilateral ties; the "historical question;" territorial disputes; the energy issue; the Taiwan question, and so forth.

9. China-Japan relations; competition between China and Japan to be the leader of Asia; the rise of nationalism in both countries; the triangular China-Japan-U.S. and China-Japan-Indian relations; the future of political and economic relations, and the possibility of improvement of ties in the early 21st century.

10. China's relations with India, Brazil, and the Third World (esp. Africa and Latin America): Mao Zedong's efforts in the 1950s to be "leader of the Third World;" current efforts by Beijing to woo countries in Africa and Latin America for reasons including oil supplies; the diplomacy of economic aid and military assistance; China's special relationship with India and Brazil, can competition between the Chinese and Indian models of economic development.

11. China's aggressive energy diplomacy: China's industrialization, "energy security," and requirements for energy and raw materials; Beijing's efforts to secure reliable supplies of oil and gas from Asia, Russia, the Middle East, Africa, and Latin America; the Strait of Malacca issue, and competition with the U.S., Japan, India and other powers for energy sufficiency.

12. Projection of hard and "soft" power: the diplomatic impact of China's fast-growing economic and military strength; Beijing's effort to enhance its "soft" power – the extension of its cultural influence around the world, and competition between China on the one hand, and Japan, South Korea and the U.S. on the other in terms of soft-power projection.

13. China's global standing in the 21st century: will China displace first Japan and then the U.S. as the predominant power in the Asia-Pacific Region; prospects of a "Monroe Doctrine" with Chinese characteristics in Asia, and will Beijing cleave to its much-vaunted policy of non-belligerence and peaceful co-existence?

14. Summary and review of the more difficult concepts.

15. Class projects/debates; discussion of outstanding issues.