PROPOSAL FOR A NEW EXCHANGE AND STUDY ABROAD PROGRAM

Akita International University, Japan

Submitted by the International Programs Coordination Committee (IPCC)
Table of Contents

A) Rationale for Adding Program ................................................................. 3
   1. Why Akita, Japan?

B) Program Design ...................................................................................... 4
   1. Where will the program take place?
   2. Which semester is it designed for? Could it apply to both semesters?
   3. What are the learning outcomes for the program?
   4. How many students can attend?
   5. Does the program include an SMC faculty member’s participation? If so, how?
   6. What is the design of the program overall in terms of study time, travel itinerary, housing, transportation, and cultural immersion opportunities? What are the typical fall/spring program dates?
   7. What are the benefits of this program for both the students and SMC?
   8. What are the potential concerns, including such things as safety, security, or other risk factors?
   9. How does this program meet student interest/need?
  10. What co-curricular activities are available to students? Highlight some of the student life resources available to students (clubs, health center, resources centers, etc)

C) Academic design ..................................................................................... 10
   1. What are the admission requirements for students? Are there any prerequisites?
   2. Which student majors/concentrations does the program target? Is it open to all students? If not, why?
   3. If there is a third-party institution involved academically, what is the institution known for?
   4. If English is not the primary language, programs should include a language component, either by requiring language prior to departure or by including language within the program. How will the program address the language component?
   5. How will courses transfer back to Saint Mary’s?
   6. What are the courses offered?
   7. How many weeks is the program?
   8. How many courses/credits will each student take?
   9. How are transcripts to be processed (e.g., by SMC or the third-party institution)?
  10. Please provide any other background information about the program and institution.

D) Budget design .......................................................................................... 14
   1. Using the budget template enclosed, does the program meet the budget requirements?
   2. For every budget line, please provide an explanation of projected cost.

Appendix I .................................................................................................... 15

Appendix II .................................................................................................. 18

Appendix III ................................................................................................ 20
A. Rationale for Adding Program

1. Why Akita, Japan?

The Center for International Programs and the International Programs Coordinating Committee seek to widen the program options for students at Saint Mary’s College of California (SMC). Overall, there is a rising interest in Asia as a study abroad destination. Part of what fuels the growing demand for international study in Asia is that students are looking for less traditional destinations. Although SMC offers study abroad programs in China and Japan, Japan has been the destination in higher demand. For Spring 2012, the number of hopeful applicants to Sophia University in Tokyo, Japan exceeded the number of students in which the host university could accommodate. In the case of Spring 2012, SMC was limited to sending 3 students to Sophia University although it had 4 hopeful applicants. Because Sophia University is an exchange agreement, SMC is able to send students based on the exchange balance. Currently, there is an imbalance of 4 students. Sophia University will need to send 2 academic year students or 4 single semester students (2 Fall 2012, 2 Spring 2013) to study at SMC in order for SMC to be able to send any additional students to study at Sophia University.

Having an agreement with Akita International University (AIU) will allow the Center for International Programs to meet student demands for academic study in Japan. Traditionally, AIU has exchange agreements with partner universities. Because of the limitations SMC has experienced with the Sophia University exchange agreement, SMC would like to also have a study abroad agreement (fee paying) with AIU. The exchange agreement will take priority over study abroad (fee paying) program. Once the exchange quota is fulfilled, then additional SMC students can enroll at AIU under the study abroad agreement.

Like Saint Mary’s College of California, AIU is a four-year, English speaking, liberal arts university. Thus, students will be able to experience a new culture and country while continuing to make academic progress towards their SMC degree. However, SMC students are highly encouraged to take Japanese language classes while studying at AIU. Situated on the northwestern coast of Japan, AIU students will be able to appreciate the country’s natural beauty and experience a more traditional Japanese lifestyle not offered in the buzzing metropolis and urban sprawl of Tokyo.
B. Program design

1. Where will the program take place?

Akita International University, AIU, is a four-year liberal arts university in Akita prefecture, Japan. Akita International University is located in Akita city (population about 325,000), the capital of Akita prefecture (population about 1,087,000), which is located about 396 miles northwest of Tokyo. There are two types of public universities in Japan: one is National University, funded by the Central Government and the other is Prefecture University, funded by Local (prefecture) Government. AIU is the latter type of university. Surrounded by the beautiful nature of northern Japan, Akita International University, AIU, is a window to the world. The campus and its surrounding lush greenery offer students a diverse choice of outdoor activities such as hiking, cycling, and golf.

Unique in Japan for offering an International Liberal Arts education entirely in English, AIU is on the cutting edge of Japanese higher education. AIU welcomes students from all over the world. Boasting nearly 15% of its undergraduate population as international students, the campus shows is committed to multicultural perspectives. Its undergraduate program offers bachelor’s degrees in Global Business and Global Studies. All Akita International University degree-seeking students are required to spend one year abroad at one of their partner institutions around the world. A significant portion of the international students studying at AIU are exchange students from partner institutions. Currently, AIU has partnerships with 122 universities in 37 countries and regions. Below is a list of their U.S. partners:

Alverno College
Beloit College
Eastern Oregon University
Dickinson College
George Mason University
Gonzaga University
Hamline University
Ithaca College
Knox College
Lyon College
Millsaps College
Monmouth College
University of Northern Iowa
Oregon Institute of Technology
Oregon State University
Portland State University
Presbyterian College
San Francisco State University
Southern Oregon University
St. Cloud State University
St. Mary's College of Maryland
State University of New York at Oswego
The College of William and Mary
The George Washington University
The program will be offered during the Fall and Spring semesters. The calendar at AIU will allow for SMC students to easily take one semester abroad without missing out on Jan-term courses. Students could also opt to study abroad for an academic year but should be advised of the long break in between the Fall and Spring semester. Academic year students will need to take 9 courses total to make up for missing Jan-Term. Additionally, academic year students will need to have the Director of Jan-Term approve one of the courses abroad to count for Jan-Term.

3. What are the learning outcomes for the program?

As a result of their participation in the study abroad program with Akita International University students will:

- Take courses taught in English (except for Japanese language courses taught in Japanese)
- Learn Japanese language from introductory to advanced levels
- Participate in an interactive academic environment by attending small class sizes
- Interact with Japanese students by living with them in an on-campus dormitory or apartments
- Interact with Japanese students as well as international students from all over the world in the classroom as well as extracurricular activities
- Gain vital and exploratory knowledge about Japan and the world

4. How many students can attend?

The exchange agreement will take priority over study abroad (fee paying) program. Once the exchange quota is fulfilled, then additional students can enroll at AIU as fee paying study abroad students.
Exchange:
Saint Mary’s College of California and Akita International University will maintain a balance of
student mobility. Both institutions agree to exchange 1 academic year student or 2 single
semester students (1 Fall, 1 Spring) per academic year.

Study Abroad:
AIU agrees to host 4 students per semester (up to 8 students per academic year) on a fee paying
basis.

5. Does the program include an SMC faculty member’s participation? If so, how?

The AIU program does not require (or invite) an SMC faculty member’s participation. Akita has
a full capacity of faculty, staff and student support services professionals, to provide an
integrative and comprehensive program for SMC students. Also, at AIU students will have an
assigned academic advisor should academic issues arise and the SMC faculty advisor would like
to have someone to discuss academic matters with an AIU representative.

6. What is the design of the program overall in terms of study time, travel itinerary, housing,
transportation, and cultural immersion opportunities? What are the typical fall/spring program
dates?

Fall Semester 2012 program dates (August-December):
Check-in to Residential Housing August 23 and 24
New Students Orientation (Mandatory) August 24 - 31
Course Registration August 29 - 30
Matriculation Ceremony September 1
Classes Begin September 3
Add / Drop Period September 3 - 10
AIU Festival October 7 - 8
Withdrawal Deadline November 12
Semester End Gathering December 10
Final Examination Week December 17-21
Winter Break December 24 - March 31, 2013

Spring Semester 2013 program dates (April-July):
Check-in to Residential Housing April 1
New Students Orientation(Mandatory) April 4 - 8
Course Registration April 6 - 7
Matriculation Ceremony April 8
Classes Begin April 11
Add / Drop Period April 11 - 19
Withdrawal Deadline June 24
Final Examination Week July 22 - 26
Summer Break August 1 – 31
Kanto Festival August 3-6
Housing at AIU
Akita International University provides a genuine cross-cultural environment for all of its students. Incoming students are guaranteed housing in the Komachi Dormitory, the Global Village Apartments, or the University Village Apartments. Regardless of housing placement option, SMC students will share a room with a Japanese student.

Dining
The Cafeteria serves breakfast, lunch, and dinner to residential students. The College Café is also available for students.

Off-Campus Activities
Akita International University arranges many opportunities for international students to explore other parts of Japan through participation of field trips. Destinations include local manufacturing plants, a sake brewery, soy-sauce factory, samurai house, museums, various festivals and events, hot springs (onsen), and an opportunity to observe local carpenters build thatched-roof huts.

7. What are the benefits of this program for both the students and SMC?

Academic Support and Advising
Akita International University prides itself in being a small academic community where it is easy for students to meet and talk to faculty members. Often, students and faculty members know each other very well. Some students stop by in faculty offices to chat with their former or present teachers about academic and non-academic matters. The university encourages students to communicate with faculty and staff members openly and seek advice of any kind whenever needed.

One of AIU’s great academic strengths is the opportunity for international students to have an assigned academic advisor. Students are required to meet with their advisor to discuss an appropriate selection of courses and other academic matters. At AIU all faculty members are requested to set up office hours for the purpose of maintaining close contact with their advisees. Students are strongly encouraged to meet with advisors at least once per semester. However, SMC students will continue to adhere to the course selection they discussed with their SMC academic advisor.

AIU’s Advising System is designed to stimulate students’ academic interests, assist in optimal use of the university resources, and support in overcoming students' academic and personal challenges. Students may benefit from advice based on experience beyond the professional life of their mentors.

AIU provides students with an Academic Achievement Center on campus. The purpose of the Academic Achievement Center, AAC, is to provide all students with comprehensive academic support in coursework to help them reach their individual maximum potential, sustain in them a drive to learn with a self-directed and purposeful spirit, and assist them as they achieve their academic goals. Writing support, academic advising, study-related workshops, as well as math and other course support are provided to all students through the Academic Achievement Center.
Small Class Size

With an average class size of 15, students are given individual attention. The smaller class sizes allow students to connect with their peers and explore diverse viewpoints in an intimate classroom environment. AIU’s student faculty ratio is 17:1, making the campus an academic setting conducive to personalized assistance to students. SMC students will attend classes with both locals and international students.

Faculty

AIU’s instructors are graduates of prominent universities in the US, Europe, Japan, and Asia-Pacific in the fields of economics, law, management, communications, computer sciences, and so on. Their breadth of experience includes teaching at top universities around the world. The professors in the Global Studies Program, for example, hold doctorate and master’s degrees from multiple universities such as Michigan State, Harvard, Waseda, Tokyo University of Foreign Studies, and Rutgers.

The academic quality of AIU’s faculty is complemented by their real world experiences in government, leading non-profit business organizations, think-tanks, and multinational companies. Some continue to serve in advisory capacities at supranational organizations such as the United Nations.

Library Services

In April 2008, Akita International University unveiled a brand new library. Their library is open around the clock. Students have access 24 hours a day, 7 days a week. AIU prides itself in containing a large selection of books in English and other languages in northern Japan. More than 60,000 resources, including books, digital media, and magazines are available. The library was designed with the theme "Book Coliseum" and built with trees from local cedar forests. General reading rooms and group study rooms are available.

The Language Development & Intercultural Studies Center, also known as LDIC, is located on the second floor of the library complex and provides a language learning facility which students, faculty, staff and community members use for individual study.

In order to support the languages taught at AIU – English, Japanese, Chinese, Korean, Mongolian, Russian, French, and Spanish – LDIC provides students with various kinds of language learning materials available in those languages (DVDs, talking books, skill-related workbooks, standardized language programs, language games, and Internet access). It also contains a Testing Corner for language test preparation.

8. What are the potential concerns, including such things as safety, security, or other risk factors?

Japan is one of the safest countries in the world. Although many Japanese people do not speak English, they are extremely hospitable and willing to help students find their way around to make the most out of their time in Japan. The crime rate is very low in Japan; however, common sense should be always applied.
During the 9.0-magnitude earthquake and the devastating tsunami on March 11, 2011, Akita was not directly affected. Although there was an overall concern of the radioactive fallout from the disaster at Fukushima nuclear plants, which is located about 200 miles southeast of Akita, AIU was able to continue to remain open. During this time, food, heat, and water were not compromised. However, out of respect for the staff and students affected by the natural disaster, classes were postponed for two weeks.

In the event of an emergency, security guards are on-call 24 hours a day, and members of the Division of Student Services carry emergency mobile phones at all times. Emergency contact information will be provided to all international students upon arrival on campus.

9. How does this program meet student interest/need?

Japan is becoming an increasingly popular destination for SMC students. While SMC currently has an exchange program with Sophia University in Tokyo, SMC would like to offer an additional program in Japan to accommodate the increasing student interest. Also, AIU offers various English-taught courses that will allow SMC students to enroll in a wide-range of choices to fulfill their major requirements in conjunction with their language interests, especially students in International Area Studies and East Asian Studies. In addition, students will have the opportunity to take courses that are not available at SMC, such as Russian and Mongolian language courses.

Because AIU will not only serve as an additional exchange partner, it will allow SMC to host more Japanese students on campus to further support internationalization efforts and have diverse perspectives within the student community.

10. What co-curricular activities are available to students? Highlight some of the student life resources available to students (clubs, health center, resources centers, etc)

AIU’s Community Outreach and Services Division (COS) offers various opportunity to interact with local Japanese citizens and communities: harvesting rice with local rice farmers, making traditional rice cakes, international cooking parties, visiting schools, participating in traditional events and festivals.

International students are strongly encouraged to participate in club and circle activities as a way to get involved with Japanese students. There are athletic as well as cultural clubs, and even a club for participation in Akita’s famous Kanto festival (one of the largest festivals in Japan). Students may enroll in martial art clubs such as judo, kendo, shorinji kempo, aikido, and karate, or cultural clubs such as Japanese dancing, ikebana (flower arrangement), shodo (calligraphy), brass band, and choir. If students cannot find a club they want to take part of, they are encouraged to establish new ones.

There is also the opportunity for international students to participate in the “Home Visit Program,” which is arranged by a local international organization. Students can visit their host families during the weekend and holidays.
AIU provides academic support for students through the 24 hour library/IT Lab, The Language Development and International Studies Center (LDIC), and Academic Achievement Center (AAC).

Students can visit English speaking counselors and a certified nurse when they need to on campus. However, there are two major hospitals near AIU and each hospital has an emergency unit. SMC students can count on AIU staff to serve as translators in the event the hospitals do not have English speakers.

C. Academic design

1. What are the admission requirements for students? Are there any prerequisites?

To be eligible for admission applicants must be enrolled at their home university both at the time of application and during their stay at Akita International University, and have completed at least two semesters of studies at the time of application. Applicants must have a cumulative GPA of 2.50 or higher. Applicants whose first language is not English must have a TOEFL score of 500 (PBT) or higher.

2. Which student majors/concentrations does the program target? Is it open to all students? If not, why?

AIU is open to all academic majors and concentrations, especially International Area Studies and East Asian Studies minors. Subsequently, all undergraduate courses are open for SMC students with the exception of English Language Fundamentals (ENG) courses. AIU’s list of course offerings shows all classes being offered at least once during the academic year. Students are free to choose from courses in the following academic programs:

Japan Studies Courses
The primary objective of the Japan Studies courses is to educate international students to achieve well-rounded familiarity with Japan’s language, history, culture, religion, society, literature, politics, business, and economics.

Japanese Language Courses
Although taking a Japanese language course is not mandatory at Akita International University, it is strongly encouraged. Students who decide to take both Japanese language courses and Japan Studies courses can maximize their study abroad experience in Japan. Japanese language courses are divided into four levels: Elementary, Intermediate, Higher-Intermediate, and Advanced.

Global Business Program
The Global Business Program provides students with a broad knowledge base and framework to analyze and understand the complicated nature of economic and business issues in a fast-changing era.

Global Studies Program
The Global Studies Program aspires to equip students with the awareness, knowledge, and skills vital for success in the "globalized" world. The emphasis is upon problem solving, which develops "creative thinking" aimed at recognizing problems, developing realistic solutions, and effectively communicating with one's colleagues in a clear and sensitive manner aimed at fostering collaboration.

Basic Education Courses
Students study basic concepts and applications in social science, humanities, math and natural science and Japan studies.

3. If there is a third-party institution involved academically, what is the institution known for?

Akita International University is a four-year liberal arts university and supports all its own academic programs and activities.

4. If English is not the primary language, programs should include a language component, either by requiring language prior to departure or by including language within the program. How will the program address the language component?

All courses at AIU are taught in English, with the exception of foreign language classes. Although taking a Japanese language course is not mandatory at Akita International University, it is strongly encouraged. Students who decide to take both the Japanese language courses and the Japan Studies courses can take the fullest advantage of their study abroad experience in Japan.

In order to satisfy each international student's academic needs, Japanese language courses are divided into four levels: Elementary, Intermediate, Higher-Intermediate, and Advanced. All courses are conducted in small classes with an emphasis on individual attention. Levels are determined based upon the result of a placement test at the beginning of each semester.

5. How will the courses transfer back to Saint Mary's?

AIU’s credits system is similar to those in most U.S. colleges. One credit is equivalent to 15 lecture hours. Courses in the 100s and 200s are considered lower division and courses in the 300s and 400s are considered upper division. SMC students have the option to take both lower and upper division courses. According to the SMC Registrar, courses will transfer 1:1 ratio (1 AIU course= 1 SMC course) because students will have 40-45 contact hours per course.

6. What are the courses offered?

AIU offers courses in following fields:
ARTS
BIOLOGY
CHEMISTRY
CHINESE LANGUAGE
A master list of courses offered in Academic Year 2011-2012 can be found at:


Below are sample courses available to SMC students (syllabi found in Appendix III):

Sample Lower Division:

ENV 100: Environmental Science
HUM 155: Civilization and Philosophy
INT 210: International Relations
PHY 100: Introduction to Physics
SOC 250: Ideas and Theories in the Social Science
Sample Upper Division:

ECN 343: Japanese Business Culture  
ENV 420: Environmental Science in Global Perspective  
HUM 371: Theater and Cinema in East Asia  
JAS 360: Sociological Analysis of Nihonjinron  
PLS 360: Modern Chinese Politics and Thought  
PLS 425: Japan-China Relations  
SOC345: Minorities in the U.S.

7. How many weeks is the program?

The Fall and Spring Semester programs are 16 weeks, including one week of orientation.

8. How many courses/credits will each student take (up to 4 SMC courses, 5 if they miss January Term)?

Students at AIU can take up to 18 credits, which is equivalent to 6 courses (as most of AIU courses are 3 credits) during a regular semester. However, SMC students will be required to take 4 courses in Fall and 4 courses in Spring. If students attend the full academic year, they will be required to take 9 courses total and they have the choice of taking a 5th course in the Fall or Spring.

9. How are transcripts to be processed (e.g., by SMC or the third-party institution)? If third party, what is the contact information for that person and institution.

AIU’s Division of Academic Affairs will send students’ transcripts directly to SMC’s Center for International Programs.

10. Please provide any other background information about the program and institution:

AIU is the first and only university in Japan to conduct instruction entirely in English. Within seven years, AIU has become one of the top ranked public universities in Japan.

AIU has two undergraduate programs: Global Business and Global Studies, and also offers Japanese language and cultural studies courses. AIU students are required to study abroad for an academic year in order to qualify for graduation from their institution.

AIU’s Professional Graduate School of Global Communication and Language offers three areas of study: Japanese Language Teaching Practices, English Language Teaching Practices, and Global Communication Practices.

AIU also offers a summer program which focuses on Japanese language and culture. It is a 6 credit program (more than 90 hours of lectures and field trips) for 6 weeks from mid-June to the end of July. The program has become quite popular, and they receive many students from their exchange partner institutions. Currently, SMC is not pursuing a summer program at AIU; however, SMC may decide to do so in the future.
AIU pursues various internationalization efforts and has hosted international students from all over the world. In the academic year 2010, AIU accommodated about 300 exchange students in Spring (April to July) and Fall (September to December) semesters and summer program (June to July).

AIU continues to develop its international ties and strengthen partnerships with universities and organizations abroad. As of September 1, 2011, AIU has 122 international partner institutions in 37 different countries and regions. AIU strives to become more international and multicultural.

Living costs in Akita are inexpensive compared to cities in Japan like Tokyo and Osaka. International students are housed in on-campus dormitories and apartments. The accommodation fee for a double-room runs from JPY 18,000 to JPY 20,000 (approximately from USD 180.00 to USD 200.00) per month. The meal plan, which provides three meals a day, will cost approximately JPY 30,000 (USD 300.00) per month.

D. Budget design

1. Using the budget template enclosed, does the program meet the budget requirements?

Study Abroad:
Please see budget spreadsheet, Appendix I.

Exchange:
The AIU / SMC exchange agrees to waive tuition costs at the host institution. Home institutions will continue to charge their students home tuition costs. Accommodations will be paid by the student directly to the host institution. Additional fees (including insurance, student fees, etc.) are negotiated and agreed upon in the institutional affiliation agreements.

2. For every budget line, please provide an explanation of projected cost. This should include a detail of every proposed activity within the excursion line.

Please see budget spreadsheet, Appendix II.
Appendix I: Program Feedback

To further research AIU as a prospective partner, Maria D. Flores, Associate Director, Center for International Programs consulted with a colleague at San Francisco State University, Dr. David Wick, Coordinator of Study Abroad Services, in regards to his experience working with AIU. Not only did Dr. Wick provide valuable insight, he also shared feedback from two students who are currently studying at AIU.

Additionally, Maria D. Flores gathered comments from Abroad 101 (http://www.studyabroad101.com), an online tool that allows students to review their study abroad programs. She found 10 reviewers of AIU.

San Francisco State University Feedback

Response from SF State Staff:

I have heard glowing remarks from a couple of our students. Also, my experience has been very good. They are responsive and accommodating. We had a very large group (8 yearlong students) for our first semester of the exchange and had to nominate after their deadline due to the travel warning. They were willing to work with me and happy to receive our students. We have been happy with their students too. (Dr. David Wick, Coordinator of Study Abroad Services, 11/29/2011)

Responses from SF State students:

You were right saying this school is a good match for me. Despite being more on the rural side, it is an excellent study environment, offers volunteer and travel opportunities through the school (almost all are free!), and really matches what I was expecting and hoping for in a study abroad experience. (Student #1, Fall 2011)

This is ####, e-mailing you from beautiful Akita International University in Japan! :) It's actually a beautiful day right now, which is not typical of this time of year here, apparently! I am settling in wonderfully here, and involved in many organizations and activities! I'm taking 5 courses, two Japanese and three International Relations. Basically every Friday I participate in a community outreach activity, which usually involves me going to a nearby elementary/middle school and teaching English for an hour or two! It's a LOT of fun! On top of that, I have joined the Student Government Executive Committee, and because there is such low international student participation, I am now the "International Vice President" for that committee! Additionally, I am involved in three clubs: A Cappella (an extremely interesting clash of Japanese and English-speaking music cultures), Service Travel International Cooperation Club (promoting international cooperation through fair trade, environmental sustainability, etc.), and Model United Nations! We spoke about Model United Nations before, when I applied for the Boren Scholarship, but at that point I was still under the impression there was an existing club here at AIU by that name.......I arrived here, and there wasn't haha. I actually established it myself, and I'm now the president! So far we've had 3 meetings, and it's going very well! We are working towards the goal of two conferences, one local one held at AIU,
and the other most likely in Tokyo next summer, for all of the Model UN chapters in Japan. (Student #2, Fall 2011)

Abroad 101 Feedback

The comments below were collected from Abroad101, an online tool where students can review their study abroad programs. A total of 10 students reviewed their study abroad experience at AIU. The comments are listed in the order they appear at Abroad101. Spelling errors were corrected, however, grammatical and sentence structures were left intact to honor the students’ voices.

Get involved with COS, hang out with your Japanese roommate and do the scheduled activities the school puts on, they are worth it. (Male student, International Business major, Western Washington University, 1/12/2011)

My experience was definitely worthwhile. I learned so much from living abroad. I understood what it was like to feel like a foreigner and to have trouble with the local language, so I feel like I am now more patient with foreigners in America. I learned so much about Japanese culture and have also had the experience to go to China, so I was able to compare and contrast all. (Female student, English major, Presbyterian College, 11/02/10)

Absolutely worth it. AIU is an up-and-coming institution in Japan, and the local students are incredibly supportive and intelligent. (Male student, History major, University of Hawaii – Manoa, 09/10/10)

I really enjoyed my educational experience at AIU. The workload was just the right, the teachers were great and used many different teaching methods to teach their material. Also, there are fewer students at AIU (roughly 600), and teachers aren't juggling many different classes, making it a lot easier to get to know your teachers and a lot easier to go and see them for help. The grading system is pretty much the same as UH's. (Male student, Japanese major, home university unknown, 09/10/10)

This study abroad experience was worthwhile. It really changed the way I see life. I've come to be more appreciative of the life that I have in America. After studying at an international university, I have become accepting of other cultures outside of my ethnicity. It really makes me regret my global narrow-mindedness on the onset of studying in Japan. (Female student, Japanese major, University of Hawaii – Manoa, 08/17/10)

It was a pleasure to study abroad in AIU. I had gained a lot of valuable experience from it. (Female student, Asian-American Studies major, SUNY – Binghamton, 08/08/10)

I think it was very worthwhile. I gained so much appreciation for the Japanese culture and many other cultures worldwide after meeting lot of exchange students from all over the world. After completing this program I know I definitely want to continue my studies
in the Japanese language and I hope to return here someday! (Female student, Nursing major, University of Hawaii – Manoa, 07/30/10)

Be prepared for rural Japan - this is NOT Tokyo. If you're serious about learning, this is an excellent place for you. However no matter what your goal is, there are ways to have fun, but sometimes you have to look for it. It's a good program for those who want to experience traditional Japan. (Female student, Linguistics major, SUNY – Binghamton, 06/09/10)

I've honestly become a lot more confident. I really grew a lot in my time abroad. After looking at Japan in one way for so long, it was a dramatic change to see it from the inside, in all its glory and disgustingness. It was the first time I had ever been to a country where English was not the first language, and that alone was terrifying/eye-opening/awesome. (Female student, Cinema and Photography major, Ithaca College, 02/08/10)
### Appendix II: Working Budget for Fall 2012

<table>
<thead>
<tr>
<th>SMC Study Abroad Program, Akita International University, Japan</th>
<th>Per Student</th>
<th>Budget</th>
<th>Notes:</th>
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</thead>
<tbody>
<tr>
<td>Working Budget for Fall 2012</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Revenue:</strong></td>
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<td>Tuition</td>
<td>18,500.00</td>
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<td>Int'l Room &amp; Brd</td>
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<td>Dormitories/Apartments + Meals</td>
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<td>Consortium Students fee</td>
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<td>Course fee</td>
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<tr>
<td><strong>Net Revenue</strong></td>
<td>19,370.00</td>
<td>77,480.00</td>
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<tr>
<td>Tuition Cost</td>
<td>4,518.54</td>
<td>18,074.16</td>
<td></td>
</tr>
<tr>
<td>Housing and Meals</td>
<td>4,725.00</td>
<td>18,900.00</td>
<td>For dorms/apartments and meals.</td>
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<tr>
<td>International Activity Fee</td>
<td>129.84</td>
<td>519.37</td>
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<tr>
<td>Application Fee</td>
<td>366.16</td>
<td>1,464.63</td>
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<tr>
<td>Overseas Heath Insurance</td>
<td>389.53</td>
<td>1,558.12</td>
<td>Students will be refunded roughly half of the insurance fees after completion of the program.</td>
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<tr>
<td><strong>Housing Deposit</strong></td>
<td>259.69</td>
<td>1,038.74</td>
<td>If there are no damages, students will be refunded in full.</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>10,388.76</td>
<td>41,555.02</td>
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<tr>
<td><strong>Net Income</strong></td>
<td>8,981</td>
<td>35,925</td>
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<tr>
<td>Percentage return on net revenue</td>
<td>46%</td>
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<table>
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<tr>
<th>Enrollment Table-Fall 2012 estimate of students going</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Japan</td>
<td>4</td>
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</tbody>
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SMC Exchange with AIU:

- SMC students will pay SMC tuition fees only and will pay application fee, housing costs, health insurance and international activity fee directly to Akita University.
- AIU students will pay AIU tuition abroad and will pay SMC housing costs, health insurance, and student activity fee.
Appendix III: Sample Syllabi

ECN343-1 Japanese Business Culture (2008 curriculum 3 credits)
ECN343-1 Japanese Business Culture (2004 curriculum 0 credit)
Masahiko AGATA
Year: 2012
Semester: Spring
Meeting-time/day: Thu 15:30-18:15
Office: C1-2B
Office Hours: Thu 13:30-15:00, Fri 9:30-13:30
E-mail: m-agata@aiu.ac.jp
Website:

Course Description:
- The course aims at enabling students not only to understand the frameworks and norms of Japanese business culture as the work environment in which they put themselves but also to interpret the realities of Japan today by setting an analytical chart of views, through discussions on a wide range of characteristics of business culture, referring to historical and social backgrounds and comparison with that of other countries, where appropriate.
- Sessions include lectures, in which rich store of episodes and examples are introduced, and frequent group discussions among the students on selected subjects.

Objectives:
After successful completion of the course, students will know:
- The basic framework and norms of work environment they will experience after graduation.
- The contemporary challenges to Japanese business and individuals, hence they will be able to plan of further socio- and economic-studies.
Also, they will become able to discuss with other nationals about Japanese business culture in a systematic way.

Expected Academic Background:
Basic understanding of Japanese history and micro-economics.

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

Reference Books/Other Study Materials:
TBA

Assessment:
Weighted Assessment:
Attendance: 40%
ENV100-1 Environmental Science (2008 curriculum 3 credits)
ENV190-1 Introduction to Environmental Science II (2004 curriculum 0 credit)
TBA
Year: 2012
Semester: Spring
Meeting-time/day: M&W 1030-1145
Office: A3-1
Office Hours: M&W 1530-1700
E-mail: ykumagai@aiu.ac.jp
Website:

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

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

Textbook:

Assessment:
Class Participation (10%) Note1
1 Presentation with a handout (10%) Note2
Course Description:
This class is designed for students to study global environmental issues primarily through social science perspectives. Environmental issues are inherently multifaceted. In environmental issues, we argue endlessly over whether anything is wrong, what its impact will be, what if anything can or should be done to deal with negative environmental impacts we caused in the past, and how to prevent recurrence. In addition, how people perceive various environmental issues depend on what era we live, where we live, to which organization we belong, and who we are. We may not be able to come up with any veritable panacea on which everyone can agree. Instead, we will explore different view points on ongoing environmental issues. We can, then, integrate various our thoughts and wisdoms to tackle the issues. In this class, students will learn environmental philosophy, environmental politics, energy issues, food and population issues, and toxic chemical issues.

Objectives:
After completing this class, students are expected to be able to 1) analyze ongoing environment issues from various perspectives, and 2) express his/her thoughts about the issue logically in both oral and writing formats.

Textbook:

Assessment:
Discussion Participation (10%)
A Presentation: (20 %)
A report on field trip (s): 3-5 pages, double space (30%)
A Research Paper: 6-8 pages, double space (40 %)

Policies & Remarks:
There are no quizzes or exams in this class. The grade is determined based upon 1) class participation, 2) one presentation, 3) a report on a field trip, and 4) a research paper. The class will be conducted through informal, yet intensive dialogue and discussion on the series of topics prepared by Dr. Kumagai. One presentation is assigned to all students. Dr. Kumagai will explain the basic contents on selected issues which are discussed in the textbook. Two students are assigned to “Yes” or “No” side on the issues. For instance, Dr. Kumagai provides the background information on “precautionary principle” which is discussed in the issue 1. Then,
onestudent takes “Yes” side whereas another student takes “No” sides. Each student is required to explain the reason why the idea is “good” or “bad”. The detailed explanation about the presentation will be provided in the class. Students choose a topic for writing a research paper. The paper topic should derive from various environmental issues discussed in the text book. Students are required to use the textbook, journal articles suggested in the textbook and other refereed journal articles which can be accessed and obtained though “ProQuest”, the campus online search engine.

Class Schedule:
Week 1:
-Introduction-
Overview of the class
Global environmental issues
Week 2:
Is the precautionary principle a sound approach to risk analysis?
Week 3:
Should a price be put on the goods and services provided by the world’s ecosystems?
Week 4:
Can pollution right trading effectively control environmental problems?
Week 5:
Should the Arctic National Wildlife Refuge be opened to oil drilling?
Week 6:
Is global warming skepticism just smoke and mirrors?
Week 7:
Is wind power green?
Week 8:
Field Trip
Week 9:
Do Biofuels enhance energy security?
Week 10:
Is it time to revive nuclear power?
Week 11:
Do falling birth rates pose a threat to human welfare?
Week 12:
Is genetic engineering the answer to hunger?
Week 13:
Integration
Week 14:
Integration
Week 15:
Review and Evaluation
HUM155-1 Civilization and Philosophy (2008 curriculum 3 credits)
HUM200-1 World Civilizations (2004 curriculum 3 credits)
Professor Alexander Dolin
Year: 2011
Semester: Fall
Meeting-time/day: Tue, Thu 9:00-10:15
Office: A-3-5
Office Hours: Tue, Thu 10:30-12:00
E-mail: alexanderdolin@aiu.ac.jp
Website:

Course Description:
This course offers a general introduction to Civilization Studies using all the advantages of interdisciplinary research which including perspectives from history, archeology, ethnography, anthropology, social studies, ethics and aesthetics. Study of the history of mankind as seen through the prism of civilizations opens new horizons for analyzing and understanding ideas, laws, religious practices, political changes and progress in the arts in various parts of Europe, Asia, Africa and the Americas. Detailed explanations of the major concepts of Civilization provide a comparative vision on the topics covered in the course. The course traces the pathways of the world civilization from antiquity to the XX1c. making a bridge between the past and the present stage of humanity which now faces the age of globalization.

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

Expected Academic Background:
EAP Composition 2

Textbook:

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

Assessment:
Homework assignments 100 points 25 %
Participation in discussions 100 points 25 %
HUM371-1 Theater and Cinema in East Asia (2008 curriculum 3 credits)
HUM360-1 Chinese Cinema and Society (2004 curriculum 3 credits)
Haruo TOBARI
Year: 2011
Semester: Fall
Meeting-time/day: 4:45)
Office: TBA
Office Hours: By appointment
E-mail: qqeg9e2d@fork.ocn.ne.jp

Course Description:
The play and the cinema has become a part of our daily life for a long time. As an art and entertainment, they made our life more meaningful and more enjoyable. We could not imagine the life without them. It is interesting to study them indeed as they are in general.
In the meantime we could not forget the fact that the play and cinema reflect and reconstruct in various ways the society where we live and they are produced. They create and show us their own images of the society. So they could offer us some unique observations of the society and many interesting points of view on various phenomenon in our society. Sometime they play an important role to unite the people against the national enemy, or mobilize the people toward a certain direction. This course are going to take up the play and the cinema in this context. In other words the play and the cinema are viewed from the socio-political standpoint in this course. Actually we study Chinese plays and cinemas in the context of historical development and social changes in China. It is too naive to think that you could understand Chinese play and cinema without certain knowledge of Chinese history and society which are reflected in them.

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

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

Assessment:
The students will be requested to submit a report either on the play “Teahouse” or the cinema “The Blue Kite (藍風箏)” , which we watch later in the course, before the end of December. Class participation and performance of the students during the course also be assessed.

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

**Class Schedule:**

**Week 1:**
Sept. 2 (Fri.), 8 (Thr.)
The play and the cinema in general. Chinese play and cinema.

**Week 2:**
Sept. 9 (Fri.), 15 (Thr.)
Chinese play. Introduction to the author. Discussion on “The Old and Established Name”

**Week 3:**
29 (Thur.)
“The Spear That Demolished Five Tigers at Once” and Chinese historical background.

**Week 4:**
Oct. 21 (Fri.)
“Teahouse” and Chinese historical developments.

**Week 5:**
Oct. 27 (Thur.), 28 (Fri.)
Chinese movies have changed!

**Week 6:**
Nov. 4 (Fri.), 10 (Thur.)

**Week 7:**
24 (Thur.)
Historical and political changes in China behind the birth of Fifth Generation Cinema. Showing “The Blue Kite (藍風箏)” (1993)

**Week 8:**
Dec. 8 (Thur.)
Discuss about the background of “The Blue Kite” and watch it again.

**Week 9:**
22 (Thur.)
Handover of British Colony Hongkong to China on July 1st, 1997 and the political and social changes in Hongkong. Against this historical background “Hong Kong New Wave” was gradually made its appearance. Showing “Boat People (投奔怒海)” (1982)
All the students requested to submit the reports during this period.
INT210-1 International Relations I (2008 curriculum 3 credits)
IST210-1 International Relations (2004 curriculum 3 credits)
Yoshihiko Nakamoto
Year: 2011
Semester: Spring
Meeting-time/day: M 14:25-16:55
Office: Part-time Faculty Office (E-bldg.)
Office Hours: By appointment
E-mail: nakamoto@aiu.ac.jp
Website:

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

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

Textbook:

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

Class Schedule:
Week 1:
Is There an Enduring Logic of Conflict in World Politics?
Week 2:
Is There an Enduring Logic of Conflict in World Politics?
Week 3:
Origins of the Great 20th Century Conflicts
Week 4:
Origins of the Great 20th Century Conflicts
Week 5:
Balance of Power and World War I
Week 6:
Balance of Power and World War I
Week 7:  
The Failure of Collective Security and World War II  

Week 8:  
The Failure of Collective Security and World War II  

Week 9:  
The Cold War  

Week 10:  
The Cold War  

Week 11:  
Intervention, Institutions and Regional and Ethnic Conflicts  

Week 12:  
Intervention, Institutions and Regional and Ethnic Conflicts  

Week 13:  
Globalization and Interdependence  

Week 14:  
The Information Revolution, Transnational Actors, and the Diffusion of Power  

Week 15:  
A New World Order?
Course Description:
The topic of this course is a comparison of the nihonjinron (theories about the uniqueness of Japanese and Japanese culture) and Western sociological theory. Such a comparison is from a sociological point of view interesting, because the nihonjinron is the only complex of social theories which was developed in a non-Western context. Key concepts of the nihonjinron are taken from the Japanese language completely independent of the ‘universal’ scientific concepts that have their roots in the Western European tradition. By comparing these theories we are not only challenging our ideas and stereotypes of Japanese culture but also the Western belief that we can explain everything with our ethnocentric Western theories. The major concepts and theories of the nihonjinron will be introduced and compared with Western sociological theories which discussed similar topics. We will for example talk about the ie-society (family-based society), uchi-soto dichotomy (inside vs. outside), and the amae-concept (happiness in dependent relationships). We will furthermore analyze the historical development of the nihonjinron in the last 100 years. (PS: This is not a Japan-bashing course. We will discuss the theories of the nihonjinron seriously. To accuse a complex of theories as ideological is not a scientific method, since the critic cannot prove that his or her own judgment is not itself ideological!)

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

Expected Academic Background:
Background knowledge in sociology is very helpful. Textbook:
The reader (available on the AIMS system) includes:

Assessment:
Students have to make a short presentation (5 minutes). It will be worth 30% of the overall course grade.
Students have to write a short (4-10 pages) academic paper. The paper should be about a comparison and evaluation of discussed pair of theories. The paper will be worth 40% of the overall course grade. Finally, students will receive 20% of the final grade or 20 points for attendance. Each time a student is absent from class without an official excuse, he or she will get 1 point less. Students will receive 1 point up to 10 points (10% of the final grade) for each class he or she actively participated.

Class Schedule:
Week 1:
Introduction: Nihonjinron and Sociological Theory

Week 2:
Pre-Nihonjinron (-1944): Bushidō (NITOBE Inazo)

Week 3:
Fudo (WATSUJI Tetsurō)

Week 4:

Week 5:
Vertical Organization (NAKANE Chie)

Week 6:
Amae (DOI Takeo)

Week 7:
Ie-Society (MURAKAMI Yasusuke)

Week 8:
Contextualism (HAMAGUCHI Eshun)

Week 9:
Honne to tatamae; uchi to soto; on (SATÔ Yoshikazu); shūdan ishiki

Week 10:

Page | 30
Nihonjinron: Fourth Phase (1984-)

**Week 11:**
Explanation of the Nihonjinron

**Week 12:**
Criticism

**Week 13:**
Soft Individualism (YAMAZAKI Masakazu)

**Week 14:**
Zōtō: The Japanese Custom of Gift Giving (Harumi BEFU)

**Week 15:**
Conflict Model (Yoshio SUGIMOTO)

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**PLS360-1 Modern Chinese Politics and Thought** (2008 curriculum 3 credits)
**PLS370-1 Chinese Politics, and Thought and Law** (2004 curriculum 3 credits)
Wo-lap LAM
Course Description:
This course introduces students to the exciting world of Chinese politics, thought, law, as well as economic and social developments. While the entire post-1949 period will be examined, focus will be put on the "new thinking" after late patriarch Deng Xiaoping inaugurated the reform era in late 1978. The thoughts and policies of top leaders including Mao Zedong, Deng Xiaoping, Hu Yaobang, Zhao Ziyang, Jiang Zemin and Hu Jintao will be analyzed. Students will be invited to discuss the achievements and failings of major policies in the 33 years of reform (from 1978 to 2011). Evaluations will be made of the viability of the so-called “China model” in this age of intensifying globalization.

Objectives:
This course will equip students with useful information and conceptual tools for further research on China and East Asia in the fields of politics, law, economics and business.

Textbook:
Course Textbooks/Reference Materials
Chapters and materials from the following texts will be prescribed for reading/reference. The instructor will provide detailed lecture notes.
Jonathan Spence, The Search for Modern China (New York: W W Norton, 2001)

Assessment:
20% attendance and class participation
40% mid-term essay
40% final exam

Class Schedule:
Week 1: (June 6) Session 1 Introduction of the topic and relevant teaching materials, reference books and articles. China’s modernization in the context of Asian modernization. The importance of studying the modern Chinese leadership’s views on politics, law, as well as economic and social development. Brief comparisons between the experience of Chinese and Japanese modernization. Reasons behind the victory of the Chinese Communist Party in the 1940s.
Week 2:
(June 11, 13) Session 2 & 3 An introduction of the seminal political thoughts and policies of Chinese Communist Party leaders ranging from Mao Zedong to the current leaders including Hu Jintao and Wen Jiabao. The significance of the ideas and statecraft of prominent leaders including Deng Xiaoping, Hu Yaobang, Zhao Ziyang and Jiang Zemin will be discussed.

Week 3:
(June 18) Session 4 Discussion of samples of the seminal speeches and writings of top leaders including Mao Zedong, Deng Xiaoping, Jiang Zemin and Hu Jintao.
(June 20) Session 5 Unique characteristics of Chinese political institutions: the Chinese Communist Party, the State Council, the National People’s Congress and the People’s Liberation Army. The party’s domination over most aspects of political life. China’s basic national-security and foreign policies.

Week 4:
(June 25, 27) Session 6 & 7 Major ideas about economic and political reform since Deng Xiaoping unveiled the era of reform and the open door in 1978. The idea of a “socialist market economy with Chinese characteristics.” Reasons behind China’s accession to the World Trade Organization. Reasons behind the failure of “Western-style reforms” under late party chiefs Hu Yaobang and Zhao Ziyang (through the 1980s). The stagnation of political reform since the Tiananmen Square crackdown of 1989.

Week 5:
(July 2, 4) Session 8 & 9 Legal modernization from the Cultural Revolution (1966-76) to the turn of the century. The characteristics of the Chinese Constitution. Chinese concept of “rule by law” and “administering the country according to law.” The unique traits of the Chinese legal and judicial systems. The party’s domination over the courts and the procuratorate (prosecutor’s offices).

Week 6:
(July 9) Session 10 Focus on the current administration under President Hu Jintao and Premier Wen Jiabao. Ideas behind the “scientific theory of development” and other policies initiated by the Hu-Wen leadership. Economic and institutional reforms introduced from 2002 to 2009.
(July 11) Session 11 Major thought currents among intellectuals and members of the ruling elite. The roles of nationalism and globalization. China’s interaction with the world: the impact of the Internet age. The “clash of civilizations” and contemporary China’s contribution to the world in terms of ideas and political culture.

Week 7:
(July 18) Session 12 Evaluation of the “China model” as put together through 33 years of reform (1978-2011). Projection of the development of Chinese politics, law and thought into the first few decades of the 21st century. Revision of salient points covered by the course.

Week 8:
(July 23) Session 13 Evaluation of the “China model” as put together through 33 years of reform (1978-2011). Projection of the development of Chinese politics, law and thought into the first few decades of the 21st century. Revision of salient points covered by the course.

PLS425-1 Japan-China Relations (2008 curriculum 3 credits)
PLS380-1 Chinese Foreign Policy and China-Japan Relations (2004 curriculum 3 credits)
Course Description:
PLS425 is a lecture/discussion course on Sino-Japanese relations. This course will take two approaches to explore the bilateral which is and will be crucially influential on the peace and stability of East Asia. First, it will examine the historical experiences between the two countries since antiquity and recent years. Then, it will discuss various issues between them in recent about three decades.

Objectives:
Students are expected to gain both basic and indispensable knowledge of Sino-Japanese relations and to be able to have their own interpretations and positions on major historical and current issues.

Expected Academic Background:
Students enrolled in this course should have ever taken AIU's Chinese and Japanese history and Chinese politics courses ideally. If you are not in this case, contact the instructor for sure.

Policies & Remarks:
Active participation in in-class discussions is the most crucial factor to survive this course.

Class Schedule:
Week 1:
Sep. 5: Course Introduction
Sep. 7: Sino-Japanese Relations in Recent Years
Week 2:
Sep. 12: Sino-Japanese Relations in Chinese Classics
Sep. 14: Japan as China's Epigone?
Week 3: Sep. 19: No Class
Week 4:
Sep. 21: The Chinese World Order & Sino-Japanese Relations
Week 5:
Oct. 3: Japan & China's Modern Transformation
Oct. 5: No Class
Week 6:
Oct. 10: No Class
Oct. 12: Japan & Chinese Nationalism
Week 7:
Oct. 17: Manchurian Incident  
Oct. 19: Sino-Japanese Conflict  

**Week 8:**  
Oct. 24: Japan and Two "China" in the Postwar Period  
Oct. 26: Sino-Japanese Normalization  

**Week 9:**  
Oct. 31: Sino-Japanese Relations in the Reform Period  
Nov. 2: Tiananmen Square Incident & Sino-Japanese Relations  

**Week 10:**  
Nov. 7: Sino-Japanese Relations in the 1990s  
Nov. 9: Sino-Japanese Relations in the Koizumi Period  

**Week 11:**  
Nov. 14: Sino-Japanese Relations in the Post-Koizumi Period  
Nov. 16: Movie  

**Week 12:**  
Nov. 21: Movie  
Nov. 23: No Class  

**Week 13:**  
Nov. 28: How to Understand History: The Case of "Nanjing"  
Nov. 30: Yasukuni/History Controversy  

**Week 14:**  
Dec. 5: Japanese ODA  
Dec. 7: Territorial Dispute  

**Week 15:**  
Dec. 14: Sino-Japanese Relations in the Future  

**NOTE:**  
Dec. 21: Final Examination (10:30-11:45)
Course Description:
The course presents physics as a cornerstone of the sciences. Knowing the fundamentals of physics permits understanding of many aspects of the nature, not only the surrounding world of everyday experience, but also the mysteries of the universe at the macro-scale and elementary particles at the micro-scale. The ultimate goal of physics is to answer the fundamental questions: How did the universe begin? How and of what is it made? How does it change? What rules govern its behavior? The course will address these questions and provides the outlines of the possible answers. This introductory physics course provides an overview of the fundamental concepts of physics which focuses on concepts of, and critical thinking in physics rather than learning the mathematical formalisms and abstract calculations. The course emphasizes the beauty, symmetry, and simplicity of physics in its actual practice. Students are acquainted with a selection of topics from classical and modern physics together.

Objectives:
The principal objective of this course is to build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics which describe the fundamental laws of the world. Students will gain an understanding of how physics develops and what is the current understanding of our world in physics. Upon successful completion of this course students will be well acquainted with the fundamental concepts and laws of physics, which will allow them to understand how science explains and builds models of the natural phenomena.

Expected Academic Background:
There are no formal prerequisites for this course. Any advanced mathematics will not be used. No prior physics knowledge is required.

Textbook:
Handout will be provided by the instructor.

Assessment:
Student achievement of this course objectives will be measured in quizzes (40%), homework assignments (20%), and the final examination (50%).

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

Class Schedule:
Week 1:
Introduction and general overview
Galileo's inclined plane experiment

**Week 2:**
Motion: velocity and acceleration
Newton's Second law of Motion, Momentum

**Week 3:**
Action-reaction law
Impulse, Conservation of Momentum, Frictional Force

**Week 4:**
Rotational motion
Gravity

**Week 5:**
quiz
Fluid motion

**Week 6:**
Thermodynamics: Energy and Heat

**Week 7:**
Electromagnetic theory
Electromagnetic Waves

**Week 8:**
quiz
Theory of Relativity I

**Week 9:**
Theory of Relativity II
Theory of Relativity III

**Week 10:**
General Theory of Relativity I
General Theory of Relativity II

**Week 11:**
quiz
Big-Bang Cosmology I

**Week 12:**
Big-bang Cosmology II
Big-bang Cosmology III

**Week 13:**
Quantum Physics I
Quantum Physics II

**Week 14:**
Atomic and nuclear physics

**Week 15:**
Final exam

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

**SOC250-1 Ideas and Theories in the Social Sciences** (2008 curriculum 3 credits)
**SOC250-1 Ideas and Theories in the Social Sciences** (2004 curriculum 0 credit)
Christian Etzrodt
Year: 2012
Semester: Spring
Meeting-time/day: Mon, Wed 15:30-16:45
Course Description:
Theories determine consciously or unconsciously our perception of reality. They explain human behavior (e.g. egoistic or idealistic, reasonable or irrational), institutions (e.g. why do family structures exist in every society), and human interactions. We can therefore increase our knowledge of the social world by applying different theories to a certain social problem, because we will be able to see the problem from different perspectives. This course introduces students to the main analytical tools of sociology and the related social sciences. The major classical and contemporary sociological ideas and theories will be discussed. Students are provided with a necessary understanding of the advantages and disadvantages of the major theoretical perspectives of the discipline. We will examine their background assumptions, logical consistency, and empirical testability. A substantial part of the course will be related to the practical application of these theories to relevant contemporary social problems.

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

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

Textbook:

Reference Books/Other Study Materials:

Assessment:
Students have to make a short presentation (10 minutes). It will be worth 30% of the
overall course grade. Students have to write a short (4-10 pages) academic paper. The paper should be about a comparison and evaluation of two discussed theories. The paper will be worth 40% of the overall course grade. Finally, students will receive 25% of the final grade or 25 points for attendance. Each time a student is absent from class without an official excuse, he or she will get 1 point less. Students will receive 1 point up to 5 points (5% of the final grade) for each class he or she actively participated.

Class Schedule:
Week 1:
Introduction: What is Social Theory?
Week 2:
Classical Social Theory, I: Contexts and Beginnings.
Week 3:
Classical Social Theory, II: Karl Marx and Emile Durkheim.
Week 4:
Classical Social Theory, III: Max Weber and Georg Simmel.
Week 5:
Functionalism and its Critics.
Week 6:
Interpretivism and Interactionism.
Week 7:
Historical Social Theory.
Week 8:
Critical Theory.
Week 9: Psychoanalytic Social Theory.
Week 10:
Structuralism and Post-structuralism.
Week 11:
Structure and Agency.
Week 12:
Feminist Social Theory.
Week 13:
Modernity and Postmodernity: Part I.
Week 14:
Modernity and Postmodernity: Part II.
Week 15:
Reserve

SOC345-1 Minorities in the U.S. (2008 curriculum 3 credits)
HUM340-1 History and Civilizations of Native Americans (2004 curriculum 0 credit)
Takeshi Akiba
Year: 2012
Semester: Spring
Meeting-time/day: Tu, Th 12:30-13:45
Course Description:
Diversity and recognition of minorities have been an important topic in the context of global migration of peoples. This course seeks to develop student understanding of this theme through learning the evolution of race and ethnic relations and the debate over immigration and citizenship in the United States.

Objectives:
Through this course the student should be able to:
1) Understand the historical development of race and ethnic relations in the United States.
2) Assess the factors behind the changes, including social, political and economic developments in both the domestic and international arena.
3) Articulate an educated opinion on current issues surrounding race & ethnicity, immigration and citizenship.

Textbook:
To be decided (under reconsideration)
(For reference-- past designation was CQ Press, "Issues in Race and Ethnicity")

Reference Books/Other Study Materials:
Sucheng Chang, "Asian Americans: An Interpretive History", and other materials (announced in class).

Assessment:
Mid-term exam, Final exam, Response papers, Presentation (or debate session), Class participation.

Policies & Remarks:
This syllabi is subject to adjustments according to factors such as class size and student composition.

Class Schedule:
Week 1:
Introduction
Week 2:
African Americans: Slavery and its legacies
Week 3:
African Americans: Reconstruction and Jim Crow
Week 4:
African Americans: Civil Rights Movement
Week 5:
African Americans: Contemporary issues
Week 6:
Native Americans
Week 7:
Page | 40
Mid-term
**Week 8:**
Asian Americans: Japanese and Chinese immigration in global context

**Week 9:**
Asian Americans: Exclusion, assimilation and Japanese American internment

**Week 10:**
Asian Americans: Contemporary issues

**Week 11:**
Refugees: International framework and domestic reception

**Week 12:**
Hispanics: Immigration and citizenship, DREAM Act debate

**Week 13:**
Hispanics: Language and culture, demography

**Week 14:**
Review

**Week 15:**
Final Exam

**NOTE:**
A more specific schedule will be decided after textbook availability, class size, and student composition becomes clearer.