

IPLA 2015  
Fall Semester  
Course Description

Tohoku University

# Contents

## Regular Courses

1. Japanese Level 1-5
2. Japanese Corporate Culture, Employment Practices
3. Japanese Communication Behaviors: Japanese Values
4. Promoting Human Rights Education
5. Understanding Japan through Japanese Traditional Culture (Tuesday, 10:30)
6. Understanding Japan through Japanese Traditional Culture (Tuesday, 13:00)
7. Intercultural Communication through Collaborative Project I
8. Internationalization of Sendai City: Let's contribute to the local community
9. Japanese Art History
10. Karate for Beginners
11. History of Tohoku University
12. Fieldwork on Society and Education in Japan
13. William Shakespeare, The Winter's Tale, Romance and Shakespeare's Late Plays
14. Logic via Go
15. Introduction to Education
16. Introduction to Special Needs Education in Japan
17. Special Lecture on Practical Studies in Law and Policy from Japanese Perspectives
18. Japanese Business and Economy A
19. Business Communication A
20. Career Development
21. Microeconomics I
22. Development Economics
23. Global Company Research
24. Financial Engineering
25. Food Economics
26. Global Leadership (Career Development for Reliable Business Leaders through Japanese Companies with Global Business Operations)

## IPLA Research Project

1. Anthropology of Tohoku Culture
2. Sociology
3. Agricultural Economics

## FALL SEMESTER

	I 8:50-10:20	II 10:30-12:00	III 13:00-14:30	IV 14:40-16:10	V 16:20-17:50	VI 18:00-19:30
M O N		<input type="checkbox"/> Japanese Corporate Culture, Employment Practices	<input type="checkbox"/> Introduction to Education	<input type="checkbox"/> Japanese Communication Behaviors: Japanese Values	<input type="checkbox"/> Intercultural Communication through Collaborative Project I	
T U E		<input type="checkbox"/> Understanding Japan through Traditional Culture  <input type="checkbox"/> Intro to Special Needs Education in Japan	<input type="checkbox"/> Understanding Japan through Traditional Culture  <input type="checkbox"/> Internationalization of Sendai City  <input type="checkbox"/> Career Development	<input type="checkbox"/> History of Tohoku University  <input type="checkbox"/> Microeconomics I		<input type="checkbox"/> Global Company Research
W E D	<input type="checkbox"/> Japanese Level 1	<input type="checkbox"/> Japanese Level 2	<input type="checkbox"/> Logic via Go	<input type="checkbox"/> Financial Engineering		
	<input type="checkbox"/> Japanese Level 3	<input type="checkbox"/> Japanese Level 4	<input type="checkbox"/> Japanese Business and Economy A	<input type="checkbox"/> Global Leadership		
T H U		<input type="checkbox"/> Japanese Art History  <input type="checkbox"/> Food Economics  <input type="checkbox"/> Development Economics	<input type="checkbox"/> Promoting Human Rights Education in Japan  <input type="checkbox"/> William Shakespeare, Romance and Late Plays  <input type="checkbox"/> Fieldwork on Society and Education in Japan	<input type="checkbox"/> Business Communication A		
F R I	<input type="checkbox"/> Japanese Level 1	<input type="checkbox"/> Japanese Level 2	<input type="checkbox"/> Japanese Level 3	<input type="checkbox"/> Japanese Level 4	IPLA Workshop	<input type="checkbox"/> Special Lecture on Practical Studies in Law and Policy from Japanese Perspectives

Blue: Mandatory

Green: Eligible only for 3<sup>rd</sup> and 4<sup>th</sup> year students

Red: General education subjects

Pink: Eligible only for 2-4<sup>th</sup> year students

Yellow: Japanese culture subjects

## [Requirements]

- ◆ **In order to complete the program, you must earn 13 or more credits per semester and 26 credits or more per a year including**
  - 4 credits of Japanese language (according to your level)
    - Level 1-3: Courses are fixed in Wednesday and Friday mornings
    - Level 4: Courses are semi-fixed in Wednesday and Friday mornings
    - Level 5: Students can select courses from level 5 courses in the Japanese Program
  - 4 credits of Japanese cultural subjects (at least 2 courses each semester)
    - Fall
      - Japanese Corporate Culture, Employment Practices
      - Japanese Communication Behaviors: Japanese Values
      - Promoting Human Rights Education in Japan
      - Understanding Japan through Japanese Traditional Culture
    - Spring
      - Japanese Corporate Culture, Decision-Making
      - Japanese Communication Behaviors: Business
      - Practicum in Education for International Understanding
      - Understanding Japan through Japanese Traditional Culture II
- ◆ **We highly recommend that you take more than the required minimum (13 credits).**
- ◆ If you have enough credits for expected completion (minimum of 13 credits per semester, 26 credits per a year), you can register additional courses outside IPLA.

## Registration Procedures

- ① Check the course descriptions and timetable.
  - ② Carefully read the reverse side of the IPLA Registration Form (pink form).
  - ③ Select the classes and make checks (✓) beside them on the form.
  - ④ Have your program advisor approve the form and submit it to your advisor. **No changes after October 30 will be accepted.**
- ◆ To register for courses in red on the timetable, please also submit the separate **light yellow (for fall semester) or orange (for spring semester) registration form.**
  - ◆ If you have near-native Japanese language ability you may be allowed to register for courses taught entirely in Japanese. You can register these courses only if you have the required minimum of 13 credits from IPLA courses. Please inquire at the Student Exchange Division first and discuss it with your program advisor.

## **【Presentation】**

All students must give a presentation at the end of their study period. This presentation is an opportunity to reflect on your achievements and experiences in the IPLA.

## **【Guidance from Program Advisor】**

Your program advisor will provide advice during your study term. Make an appointment with your advisor via email. You are also required to obtain permission from your advisor when deciding important matters, such as registration, temporary leave, your return date, emergencies, etc.

## **(3) Grading System, Transcript, and Credit Transfer**

You will be registered as Special Auditing Students. The academic credits earned at Tohoku University should be acceptable at your home institutions in accordance with the student exchange agreement.

Grading for classes is based on the below scale.

Grading System		Grading Details	Based on a scale of 0 to 100 %
AA	Pass	Excellent	90 - 100 %
A		Good	80 - 89 %
B		Fair	70 - 79 %
C		Passing	60 - 69 %
D	Fail	Fail or Incomplete	0 - 59%

**Academic transcripts:** Only passing grades (AA-C) will appear on your transcript. An official transcript will be sent to your home university after the end of each semester. You should use this transcript to have your credits approved by your home university.

## **(4) Certificate of Completion**

Certificates of Completion will be awarded to all participants who complete the program. The certificate will be sent to your university with your academic transcript pending final approval by the relevant committee.

## **(5) Period of Study**

The period of study in this program is one year or six months.

**If you want to change the period,**

- ① Consult with your advisor and coordinator at your home university and obtain approval during November.

- ② Inform the Student Exchange Division by December 15.
- ③ Submit a letter explaining the reason why you need to change your period, and an official letter of consent written by the authorized person at your home university to the Student Exchange Division.

# Classroom

Day	Hours	Course	Room
Mon	10:30-12:00	Japanese Corporate Culture, Employment Practices	A104, Kawauchi Campus
	13:00-14:30	Intro to Education	C307, Kawauchi Campus
	14:40-16:10	Japanese Communication Behaviors: Japanese Values	A103, Kawauchi Campus
	16:20-17:50	Intercultural Communication through Collaborative Project I	A401, Kawauchi Campus
Tue	10:30-12:00	Understanding Japan through Japanese Traditional Culture	C306, Kawauchi Campus
	10:30-12:00	Intro to Special Needs Education in Japan	C304, Kawauchi Campus
	13:00-14:30	Understanding Japan through Japanese Traditional Culture	A402, Kawauchi Campus
	13:00-14:30	Internationalization of Sendai	C203, Kawauchi Campus
	13:00-14:30	Career Development	Seminar Room 1, Faculty of Economics, Kawauchi Campus
	14:40-16:10	History of Tohoku University	B201, Kawauchi Campus
	14:40-16:10	Microeconomics I	Lecture Room 3, Multidisciplinary Research Building, Kawauchi Campus
	18:00-19:30	Global Company Research	Lecture Hall 1, Multidisciplinary Research Building, Kawauchi Campus
Wed	8:50-10:20, 10:30-12:00	Japanese Level 1	M1a (C407), M1b (C408)
		Japanese Level 2	G2b (C404)
		Japanese Level 3	G3b, R3b (C405)
		Japanese Level 4	G4b, R4b (C406)
	13:00-14:30	Logic via Go	Room 909, School of Arts and Letters, Kawauchi Campus
	13:00-14:30	Japanese Business and Economy A	Lecture Room 2, Multidisciplinary Research Building, Kawauchi Campus
	13:00-14:30	Karate for Beginners	Kawauchi Gymnasium Main Arena or Arena 1, Kawauchi Campus
	14:40-16:10, 16:20-17:50	Financial Engineering	Seminar Room23, 5F, Graduate School of Arts and Letters, Kawauchi Campus
	14:40-16:10, 16:20-17:50	Global Leadership (Career Development for Reliable Business Leaders)	A306, Kawauchi Campus
Thu	10:30-12:00	Japanese Art History	C301, Kawauchi Campus
	10:30-12:00	Food Economics	Seminar Room (2F 203), Laboratory Block 1, Graduate School of Agricultural Science, Amamiya Campus
	10:30-12:00	Development Economics	Seminar Room 1, Faculty of Economics, Kawauchi Campus
	13:00-14:30	Promoting Human Rights Education	A403, Kawauchi Campus
	13:00-14:30	William Shakespeare, Romance and Late Plays	Room 135, School of Arts and Letters, Kawauchi Campus
	13:00-14:30, 14:40-16:10	Fieldwork on Society and Education in Japan	C304, Kawauchi Campus
	14:40-16:10	Business Communication A	Seminar Room 1, Faculty of Economics, Kawauchi Campus
Fri	8:50-10:20, 10:30-12:00	Japanese Level 1	M1a (C401), M1b (C408)
		Japanese Level 2	G2b (C404)
		Japanese Level 3	S3b, P3b (C406)
		Japanese Level 4	S4b, P4b (C407)
	14:40-16:10, 16:20-17:50	Special Lecture on Practical Studies in Law and Policy from Japanese Perspectives	Seminar Room 3, School of Law Bldg. 2nd Floor, Kawauchi Campus

Course Title	<b>Japanese Level I ~ V</b>
Semester	Autumn 2015
Credits	4
Coordinator	Ms Huja Backley Institute for Excellence in Higher Education (IEHE)
E-mail	Huja.backley.d7@tohoku.ac.jp
Time	Students will be assigned to the appropriate level based on their scores on the placement test. <ul style="list-style-type: none"> <li>➤ Japanese Level I (M1): Wed/Fri 8:50-10:20 /10:30-12:00</li> <li>➤ Japanese Level II (G2b): Wed/Fri 8:50-10:20/10:30-12:00</li> <li>➤ Japanese Level III (G3b/ S3b/ R3b/ P3b): Wed/Fri 8:50-10:20/10:30-12:00</li> <li>➤ Japanese Level IV (G4b/ S4b/ R4b/ P4b): Wed/Fri 8:50-10:20/10:30-12:00</li> <li>➤ Japanese Level V: Choose four available courses for the level</li> </ul>
Place	Japanese Level I: See ‘Notes for Japanese Language Classes’ Japanese Level II-V: See ‘A Guide to Japanese Language Program’
Course Objectives and Outline	
<p>The object of this course is to bring students to the point of communicative competence in Japanese and to provide them with the language skills and cultural knowledge necessary to pursue their personal goals as well as further academic and professional attainments.</p> <ul style="list-style-type: none"> <li>➤ <b>Japanese Level I (M1)</b> is for complete novice. All the IPLA students in this level need to take M1a or M1b.</li> <li>➤ <b>Japanese Level II (G2)</b> is for upper beginner-level learners. All the IPLA students in this level need to take G2b.</li> <li>➤ <b>Japanese Level III</b> is for intermediate learners and consists of <b>four classes (G3b/ S3b/ R3b/ P3b)</b> . Grades will be based on the <u>average score</u> of these four classes.</li> <li>➤ <b>Japanese Level IV</b> is for intermediate/advanced learners and consists of <b>four classes(G4b/ S4b/ R4b/ P4b)</b>. Grades will be based on the <u>average score</u> of these four classes.</li> <li>➤ If you are placed in <b>Japanese Level V</b> by the placement test, you can choose at least four courses (credits) from the courses indicated on the form for Japanese Level V.</li> <li>➤ Students may take more than four classes according to their levels as <u>non-credit classes</u>.</li> </ul>	
Learning Goals	
Each class has its own learning goals. Upon successful completion of Level I ~ V, students will gain the linguistic competence required for the Japanese Language Proficiency Test (JLPT) N5-N1 respectively. For a more detailed description, see: <a href="http://www.jlpt.jp/">http://www.jlpt.jp/</a>	



Course Content / Schedule

All the students except for those who have never learnt Japanese have to take the placement test. Students can only take classes at their assigned Level. After the class allocation, you will be given information on the textbook and course schedule from the teacher of your class. Each class has its own lesson plan, exam schedule, and grading policy, which are to be announced in the class by the instructor.

➤ For further details, see 'A Guide to Japanese Language Program'

Assessment Criteria

Grades for the course will be assigned as follows:

- AA..... Excellent (90-100%)
- A..... Good (80-89%)
- B..... Fair (70-79%)
- C..... Passing (60-69%)
- D..... Fail (0-59%)

Textbook

➤ See 'A Guide to Japanese Language Program'. Further details will be announced at each class.

<b>Course Title</b>	<b>Japanese Corporate Culture, Employment Practices</b>
<b>Instructor(s) /Position</b>	Lecturer Chiaki SUEMATSU
<b>Day and Period</b>	Monday 10:30-12:00
<b>Credit(s)</b>	2
<b>E-mail</b>	csuematsu@purplehill.co.jp

<b>Objectives and Outline</b>
<p>This course introduces students to Japanese corporate culture with the history of changes in employment practices. The classes will cover the Japanese Style Management, Bubble Economy, and the Lost 20 Years. How did Japanese companies develop their management style? Why were Japanese manufacturers regarded as the strongest? What caused the Bubble Economy? Why did they have to give up the practices once thought to be essential? Why is Japan still struggling even without the shock of the big earthquake? While answering these questions, the course will emphasize the role of employment practices to illustrate the Japanese culture. Two main objectives of the course are to possess the knowledge of Japanese employment practices and to understand the rationales for changes in the practices for the past 20 years.</p>
<b>Goal of Study</b>
<p>The goal of the course is to make students understand the basic principles of Japanese employment practices. Through the understandings the students are also expected to judge advantages and disadvantages of employment practices in other nations, especially those in their home country.</p>
<b>Content and Course Schedule</b>
<p>The course will consist of lectures, discussions, and presentations. The instructor will provide lectures on key important issues about the employment practices. Then, he will lead discussions on important points. In order for students to join the discussions actively the reading papers will be given out prior to each class. Students will need to answer questions related to the papers during the class. A couple of classes toward the end will be devoted to student presentations. Students in small groups will present their choice from a set of case studies that represent typical changes in the employment practices. The time of each presentation will be 20 min to 30 min long, adjusted depending on the number of groups.</p>
1) October 5, 2015

<p>Introduction: Present an overview of the course. Make the self-introduction of the instructor and the students. Discuss the economic development in Japan after World War II briefly.</p>
<p>2) October 19, 2015  Theme: Japanese Style Management  Discuss the three basic elements, Lifetime Employment, Seniority Ranking System, and Corporate Labor Union. What are advantages and disadvantage of the elements over other management styles?</p>
<p>3) October 26, 2015  Theme: Japanese Employment Practices  Illustrate the human resource management typical to the Japanese companies during 70's. They provided houses, dormitories, resort houses or loans. Employees traveled together and stayed overnight for harmony. Why were hot spring spots so prosperous? Who went there?</p>
<p>4) November 2, 2015  Theme: Corporate Japan  Besides the employment practices there were some systems peculiar to Japan, which supported the Japanese Style Management. Keiretsu, Shitauke, or Zaibatsu were often criticized from the US as unfair business practices. Were they really peculiar to Japan?</p>
<p>5) November 9, 2015  Theme: The Strongest Manufacturing  Under the Japanese Style Management employees worked quite hard. "Made in Japan" was (and still is) synonymous with the highest quality. How did the employment practices function to accomplish the highest quality?</p>
<p>6) November 16, 2015  Theme: What Caused the Bubble Economy  Accomplishing the economic success, how did most of Japanese feel? What was their "happiness?"</p>
<p>7) November 30, 2015  Theme: Too Much Assets and Too High Labor Costs  In 1991 the Bubble Economy ended with burst. Restructuring and re-engineering became key words in the business. What did they try to do?</p>
<p>8) December 7, 2015  Theme: Changes to Employment Practices  Gave up the lifetime employment and the seniority ranking system and introduced temp employees and the performance related pay system. Why did they have to give up the practices once thought to be essential? What did the new system bring to employees?</p>
<p>9) December 14, 2015</p>

<p>Theme: Japanese Disease</p> <p>Serious problems spread to the society as a whole. The huge national debts, deflation, collapse in social securities, low birthrate, or elderly society... How are they going to solve them? Why do the prime ministers change so often?</p>
<p>10) December 21, 2015</p> <p>Case Study</p> <p>The automobile industry and the electronics industry were leading powers that had driven the Japanese economy. The class will discuss one company from those industries and exemplify the management systems discussed in the classes. A set of case studies for the student presentation will be given out.</p>
<p>11) January 4, 2016</p> <p>Case Study 2</p> <p>The class will discuss another company to learn about the applications of the management systems.</p>
<p>12) January 18, 2016</p> <p>Decision-Making in Japan</p> <p>Japanese companies are famous for consensus decision-making. The lecture will briefly introduce the way a typical Japanese group comes to an agreement. The rest of the class will discuss important points on the student presentations.</p>
<p>13) January 25, 2016</p> <p>Student Presentations</p> <p>Student groups will make presentations followed by questions and answers.</p>
<p>14) January 28, 2016</p> <p>Student Presentations</p> <p>Student groups will make presentations followed by questions and answers.</p>
<p>15) February 1, 2016</p> <p>Summary</p> <p>The graded student presentations will be returned and commented. The rest of the class will discuss employment practices in other nations, and evaluate their advantages and disadvantages. The students will examine applications of the practices they have learned to minimize critical disadvantages.</p>
<p><b>Evaluation Method</b></p>
<p>The presentation will account for 50% of the final grade, while the assignments and the overall class participation will contribute 30% and 20%, respectively. Discussions during the case studies and after the student presentations are more important and will make up one-half of the overall class participation. Low attendance for the classes, missing three or more classes, will</p>

be regarded as no class participation. Overdue assignment may not be accepted.

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

**Textbook and References**

Changes in Japanese Employment Practices: Beyond the Japanese Model, Arjan Keizer, Routledge, 2010, 978-0-415-44758-4

**In addition**

All the lectures, discussions, and presentations will be conducted in English.

<b>Course Title</b>	<b>Japanese Communication Behaviors: Japanese Values</b>
<b>Instructor(s) /Position</b>	Lecturer Kikue YAMAMOTO,
<b>Day and Period</b>	Monday 14:40-16:10
<b>Credit(s)</b>	2
<b>E-mail</b>	yamamotok@sea.sannet.ne.jp

<b>Objectives and Outline</b>
<ul style="list-style-type: none"> <li>- Japanese main values, which are motives for Japanese behaviors</li> <li>- Intercultural communication and its mechanism</li> <li>- Appreciation and understanding of two forms of Japanese traditional art, tea ceremony and calligraphy</li> <li>- Tools and tactics for Intercultural problems</li> <li>- Differences of values and cultures of classmates</li> </ul>
<b>Goal of Study</b>
<p>Students will learn how to constructively interpret Japanese behaviors and will increase their appreciation of Japanese culture. In addition, through the use of peer discussion at the beginning of every class, they will increase their rapport with each other and come to appreciate the differences that exist among them.</p>
<b>Content and Course Schedule</b>
<p>The class discussions will be based on the content below.</p> <ul style="list-style-type: none"> <li>- Theories of intercultural communication</li> <li>- What is culture?</li> <li>- Main Japanese values (relationships, harmony, form, effort, etc.)</li> <li>- Verbal and non-verbal communication and how Japanese use them</li> <li>- The D.I.E. tool, a constructive intercultural problem solving method</li> <li>- Analyses of one's own and others' intercultural experiences</li> <li>- Attending a tea and calligraphy class in a Japanese rather traditional house</li> <li>- Presentation about what they learned (DVD, slides and cases to be used in class)</li> </ul>
<p>1) Oct. 5 Orientation to the course. Introduction to intercultural communication study and Japanese culture.</p>
<p>2) Oct. 19</p>

<p>Through the peer teaching in the beginning of basically every class, they will read other's essay, which is a homework assignment, and discuss it in a small group.</p> <p>A lecture on what culture is. Introduction of definitions of culture and intercultural communication.</p>
<p>3) Oct. 26</p> <p>The weekly peer teaching discussion.</p> <p>A lecture on D.I.E., a cross-cultural problem-solving tool.</p>
<p>4) Nov. 2</p> <p>The weekly peer teaching discussion.</p> <p>A review of the lecture on D.I.E., a cross-cultural problem-solving tool.</p>
<p>5) Nov.9</p> <p>The weekly peer teaching discussion.</p> <p>Introduction of the Cultural Detective tool, a type of case studies. A great tool for constructive communication.</p>
<p>6) Nov. 16</p> <p>The weekly peer teaching discussion.</p> <p>Lecture on a tea ceremony and its main values with an addition of some phrases and words in Japanese, required at a tea session next week. This will prepare students for the extra-curricular activities coming up.</p>
<p>7) <b>Nov. 29 (Sunday)</b></p> <p>Extra-curricular activities: Experiencing a portion of tea ceremony in a Japanese room and taking a hands-on lesson on calligraphy.</p>
<p>8) <b>Nov. 29 (Sunday)</b></p> <p>Same as above</p>
<p>9) Nov. 30</p> <p>This will be a follow-up session of an extra-curricular activities prior. By reflecting their experiences of the Japanese traditional art, they will deepen their understanding about Japanese culture. They will explore Japanese <u>non-verbal</u> communication as a part of the review of the activities.</p>
<p>10) Dec. 7</p> <p>The weekly peer teaching discussion.</p> <p>Mid-term quiz.</p> <p>Mid-term review of the class.</p>
<p>11) Dec.14</p> <p>The weekly peer teaching discussion.</p> <p><u>Japanese communication styles vs. multi-cultures</u>, introducing a theory. This is to raise their</p>

comprehension level about Japanese culture. It will/might develop their sense of awareness about their own cultures, the Japanese culture and themselves.
12) Dec. 21 The weekly peer teaching discussion. Preparation for presentation.
13) Jan. 18 The weekly peer teaching discussion. Presentation by group.
14) Jan. 25 The weekly peer teaching discussion. Presentation by group. School questionnaires.
15) Jan. 28 (make-up class) Review of the class. Final Feedback to each other.
<b>Evaluation Method</b>
Quiz 20%, homework assignments 30 %, reports on activities 20%, presentation 30%
Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
Different Realities: Adventures in Intercultural Communication, Joseph Shaules and Juri Abe, Nan'un-do
<b>In addition</b>
All students are required to participate in a tea and calligraphy class on Sunday, specified above. The fee for sweets and tea will be less than 1000 yen, and will be collected in class. Japanese students are welcome to take this class if they can converse with foreigners in English.



<b>Course Title</b>	<b>Promoting Human Rights Education</b>
<b>Instructor(s) /Position</b>	Mino MIYAMOTO/ Associate professor
<b>Day and Period</b>	Thursday 13:00-14:30
<b>Credit(s)</b>	2
<b>E-mail</b>	mino.miyamoto.c3@tohoku.ac.jp

<b>Objectives and Outline</b>
<p>The aim of this course is to apply the knowledge about human rights to analyze various topics, to argue human rights issues from personal perspectives, and to develop a plan to take action for human rights in reality.</p> <p>We will try to create a classroom environment, where students study with each other and each of our views is heard and taken into consideration. Your active participation in the classroom is expected.</p>
<b>Goal of Study</b>
<p>After the course, you will gain,</p> <ol style="list-style-type: none"> <li>1. deep understanding of human rights and Universal Declaration of Human Rights</li> <li>2. skills to express your views and listen to others' views</li> <li>3. skills to think creatively and critically</li> <li>4. skills and perspectives to actively participate in classroom and society</li> <li>5. understanding of others and ways to cooperate with others</li> <li>6. ability to take action to practice human rights in reality</li> </ol>
<b>Content and Course Schedule</b>
<p>In this globalized world, there is an increasing need to understand diversity from various perspectives and respect people. How can we achieve this? One of the answers could be in "human rights," which provide us with the norm of conduct for all human beings equally.</p> <p>Education has an important role in making this possible, because it gives us basic knowledge about human rights and opportunities for us to analyze the individual cases deeply and express our views in the classroom. We are going to learn the Universal Declaration of Human Rights as basic knowledge. Then, we will expand our discussion regarding the human rights issues from personal perspectives, and think about practical solutions based on the human rights documents.</p>
1) <u>October 1</u> , Introduction: What do we mean by "human rights", i.e., who is "human" and

<p>what are their "rights"?</p>
<p>2) Discuss: How can we achieve “Justice and Peace”?</p> <p>Some people may think that justice and peace are just an ideal, and it is not possible to achieve. Is it really true? Let’s discuss and find out!</p>
<p>3) Discuss: Is human rights education just an ideal?</p> <p>If we think human rights and human rights education are just abstract concepts, human rights cannot be achieved. What should we do to put this in practice?</p>
<p>4) Discuss: What are the most important of the UDHR's principles?</p> <p>You can think about which right is the most important for you.</p> <p>You will find some similarities and differences between you and your classmates.</p>
<p>5) Discuss: Is human rights effective?</p> <p>If we did not have the concept of human rights, what would society be like?</p>
<p>6) Discuss: Should there be special rights for women?</p> <p>Why do we need to think about women’s rights? In order to answer this, we need to know the history and the development of women’s status and the rights.</p>
<p>7) Discuss: Are the Millennium Development Goals related to human rights?</p> <p>Based on the eight Millennium Development Goals (MDGs), which range from halving extreme poverty rates to halting the spread of HIV/AIDS and providing universal primary education, we will discuss which one is the most urgent issue.</p>
<p>8) Discuss: Is it cultural imperialism to educate for an understanding of human rights? If not, how should we do so?</p> <p>How do you define values, cultures, and human rights? Are there any relationships?</p>
<p>9) Discuss: Should there be special rights for children?</p> <p>Do you think we should protect children more? Why? We will refer to the UN Convention on the Rights of the Child, and discuss the rights especially for children.</p>
<p>10) Discuss: How much are Citizenship Education and Human rights related?</p> <p>We will learn and discuss the history of citizenship education and human rights, and its</p>

relationship.

11) Discuss: What is democratic education?

It is important to create a democratic atmosphere in classrooms to practice human rights. We discuss the definition of democratic education and the relationships with human rights.

12) Guest Speaker

We will welcome a guest speaker.

13) Group Presentation

14) Group Presentation

15) Test (1 hour) and Feedback

### **Evaluation Method**

I put high emphasis on your positive participation. As shown in the following criteria, grading is based on your regular attendance and active performance in each discussion.

1. Attendance and Participation (20%)
2. Worksheet + Review Sheet (30%)
3. Group Presentation (30%)
4. Test (20%)

Grades for the course will be assigned as follows:

- AA.....Excellent (90-100%)
- A..... Good (80-89%)
- B..... Fair (70-79%)
- C..... Passing (60-69%)
- D..... Fail (0-59%)

### **Textbook and References**

Osler, A., & Starkey, H. (2010). *Teaching and Human Rights Education*. Stoke on Trent, UK and Sterling, USA. Trentham Books

### **Recommended Reading**

Arthur, J., Dacies, I. and Hahn, C. (Eds.) (2008). *SAGE handbook of Education for Citizenship*

*and Democracy*. London. Sage

Banks, J.A. (Ed.) (2007). *Diversity and Citizenship Education: Global Perspectives*: San Francisco, CA. Jossey-Bass

Osler, A., & Starkey, H. (2005). *Changing citizenship: Democracy and inclusion in education*. Maidenhead. Open University Press

Osler, A., & Starkey, H. (2006). *Education for Democratic Citizenship: a review of research, policy and practice 1995-2005*, Research papers in Education

Osler, A., & Starkey, H. (2005). *Citizenship and Language Learning: International Perspectives*. Staffordshire, England and Sterling, USA. British Council. Trentham Books

Westheimer, J. (2006). *Politics and Patriotism in Education*. Phi Delta Kappan

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**In addition**

Please note if you are absent from more than 3 classes, you will not be able to pass the course.

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<b>Course Title</b>	<b>Understanding Japan through Japanese Traditional Culture</b>
<b>Instructor(s) /Position</b>	Assistant Professor Kaori SHIMASAKI
<b>Day and Period</b>	Tuesday 10:30-12:00
<b>Credit(s)</b>	2
<b>E-mail</b>	k.shimasaki@m.tohoku.ac.jp

### **Objectives and Outline**

This course aims to explore the traditional phases of Japanese culture to enhance the students' understanding of the origin of modern Japanese society and mental phases of the Japanese people. In particular, the course focuses on the traditional arts of Japan that have been elevated to the level of a "way" or "path," expressed by the suffix 道 (do). This course is entirely conducted in English and targets both international and Japanese students. For international students, it will provide opportunities to develop their understanding of Japanese culture and to experience it. For Japanese students, it will provide opportunities to re-discover Japanese culture.

### **Goal of Study**

To gain fundamental knowledge of Japanese traditional culture

To enjoy Japanese traditional culture

To be able to discuss the fascination of Japanese traditional culture in the students' own words

### **Content and Course Schedule**

This course consists of three parts: (1) lectures, (2) experience and demonstrations of traditional Japanese culture, and (3) reflection. Professionals from each area are invited to offer lectures on traditional culture. This course also provides students with opportunities to experience Japanese culture inside and outside the classroom. Students are expected to attend the fieldtrip on the 24th of October and the Chado session on the 14th of Nov. At the end of each session, students need to write a reflection paper.

※ Please attend the first lecture (6th Oct). You might not be accepted if you attend this course from the second week.

※ The schedule is provisional. Topics and dates are subject to change depending on conditions. The latest syllabus is available online. Please check the online syllabus before you enroll in this course.

1) Introduction/ 6th Oct

2) Washi (和紙)/ 13th Oct

3) Tohgei (陶芸) / 20th Oct

4) Fieldtrip: Noh (能楽) & Washi workshop / **Saturday 24th Oct**

5) Kado (華道) / **Friday 30th Oct (12:10-13:30)**

6) Chado (茶道) / **Monday, 23rd Nov**

7) Shodo (書道)① / 17th Nov

8) Shodo (書道)② / 24th Nov

9) Preparation for presentation / 1st Dec

10) Presentation① / 8th Dec

11) Presentation② / 15th Dec

12) Presentation③ & Wrap-up / 22nd Dec

※10th November, 5th January, 12th January, 19th January and 26th January →No class

#### **Evaluation Method**

Students will be assessed and graded based on active participation (30%), homework (20%), a group presentation (20%) and final report (30%). The details of assessment will be provided in lecture.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course.

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

#### **In addition**

Handouts will be provided in each lecture.

If you have any questions, please contact Asst. Prof. Shimasaki at [k.shimasaki@m.tohoku.ac.jp](mailto:k.shimasaki@m.tohoku.ac.jp) or (022)795-3749.



<b>Course Title</b>	<b>Understanding Japan through Japanese Traditional Culture</b>
<b>Instructor(s) /Position</b>	Assistant Professor Kaori SHIMASAKI
<b>Day and Period</b>	Tuesday 13:00-14:30
<b>Credit(s)</b>	2
<b>E-mail</b>	k.shimasaki@m.tohoku.ac.jp

### **Objectives and Outline**

This course aims to explore the traditional phases of Japanese culture to enhance the students' understanding of the origin of modern Japanese society and mental phases of the Japanese people. In particular, the course focuses on the traditional arts of Japan that have been elevated to the level of a "way" or "path," expressed by the suffix 道 (do). This course is entirely conducted in English and targets both international and Japanese students. For international students, it will provide opportunities to develop their understanding of Japanese culture and to experience it. For Japanese students, it will provide opportunities to re-discover Japanese culture.

### **Goal of Study**

To gain fundamental knowledge of Japanese traditional culture

To enjoy Japanese traditional culture

To be able to discuss the fascination of Japanese traditional culture in the students' own words

### **Content and Course Schedule**

This course consists of three parts: (1) lectures, (2) experience and demonstrations of traditional Japanese culture, and (3) reflection. Professionals from each area are invited to offer lectures on traditional culture. This course also provides students with opportunities to experience Japanese culture inside and outside the classroom. Students are expected to attend the fieldtrip on the 24th of October and the Chado session on the 14th of Nov. At the end of each session, students need to write a reflection paper.

※ Please attend the first lecture (6th Oct). You might not be accepted if you attend this course from the second week.



※ The schedule is provisional. Topics and dates are subject to change depending on conditions. The latest syllabus is available online. Please check the online syllabus before you enroll in this course.

1) Introduction/ 6th Oct

2) Washi (和紙) / 13th Oct

3) Tohgei (陶芸) / 20th Oct

4) Fieldtrip: Noh (能楽) & Washi workshop / **Saturday 24th Oct**

5) Kado (華道) / **Friday 30th Oct (12:10-13:30)**

6) Chado (茶道) / **Monday, 23rd Nov**

7) Shodo (書道)① / 17th Nov

8) Shodo (書道)② / 24th Nov

9) Preparation for presentation / 1st Dec

10) Presentation① / 8th Dec

11) Presentation② / 15th Dec

12) Presentation③ & Wrap-up / 22nd Dec

※10th November, 5th January, 12th January, 19th January and 26th January →No class

#### **Evaluation Method**

Students will be assessed and graded based on active participation (30%), homework (20%), a group presentation (20%) and final report (30%). The details of assessment will be provided in lecture.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course.

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

#### **In addition**

Handouts will be provided in each lecture.

If you have any questions, please contact Asst. Prof. Shimasaki at k.shimasaki@m.tohoku.ac.jp or (022)795-3749.



<b>Course Title</b>	<b>Intercultural Communication through Collaborative Project I</b>
<b>Instructor(s) /Position</b>	Professor Kazuko SUEMATSU
<b>Day and Period</b>	Monday 16:20-17:50
<b>Credit(s)</b>	2
<b>E-mail</b>	suematsu@insc.tohoku.ac.jp

### **Objectives and Outline**

The class provides opportunities for both international students and Japanese students to learn similarities and differences in practices, beliefs, and values across cultures while collaboratively planning and carrying out projects in cooperation with a local Japanese company. Students will be able to learn effective strategies in cross-cultural communication, the importance of teamwork as well as leadership, and most importantly, how to work successfully in a multi-cultural environment.

### **Goal of Study**

- Learn how to interact effectively with people from different language and cultural backgrounds.
- Understand, respect and appreciate differences and similarities in cultures and individuals and reflect on his/her own cultural, societal, and personal values.
- Develop negotiation, leadership, teamwork as well as project management skills.
- Become a proactive and responsible individual who can coordinate and act to “make things happen”.

### **Content and Course Schedule**

- 1) October 5 Introduction: Guidance about the course: expectations and goals.
- 2) What do we need to know when communicating with people from different cultural backgrounds?
- 3) Project planning: What are our projects and how can we carry them out in the limited time period?
- 4) Project work-discussion in team
- 5) Project work-discussion in team
- 6) Information sharing session
- 7) Project work-discussion in team
- 8) Project work-discussion in team

9) Mid-term Presentation
10) Project work-discussion in team
11) Project work-discussion in team
12) Project work-discussion in team
13) Project work-discussion in team
14) Final presentation
15) Final presentation
<b>Evaluation Method</b>
<p>Students will be evaluated based on: class attendance, assignments, quality of the project outcome, presentations, and in-class participation.</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>

<b>Course Title</b>	<b>Internationalization of Sendai City : Let's contribute to the local community!</b>
<b>Instructor(s) /Position</b>	Professor Kazuko SUEMATSU Research Associate Mina MIZUMATSU
<b>Day and Period</b>	Tuesday 13:00-14:30
<b>Credit(s)</b>	2
<b>E-mail</b>	<a href="mailto:kazuko.suematsu.a3@tohoku.ac.jp">kazuko.suematsu.a3@tohoku.ac.jp</a> <a href="mailto:mina.mizumatsu.a1@tohoku.ac.jp">mina.mizumatsu.a1@tohoku.ac.jp</a>

### Objectives

This course will enable you to gain insights into the spirit of “OMOTENASHI (Hospitality)” embedded in the Japanese business culture, work environment and work ethics. You will contribute to the local community by engaging in service learning at a local department store where you will have a chance to work with Japanese students and employees.

### Goal of Study

- Understand and respect cultural/individual differences and similarities which might be different from your own cultural, societal, and personal values.
- Understand the Japanese spirit of hospitality (“OMOTENASHI”) while learning how to interact with people from different language and cultural backgrounds.
- Learn when and how cultural differences affect work relationships.
- Develop leadership, teamwork, as well as communication skills.

### Content and Course Schedule

	<b>Date</b>	<b>Contents</b>	<b>Location</b>
Week 1	Oct 6 <sup>th</sup>	Orientation	Tohoku U.
Week 2	Oct 13 <sup>th</sup>	Making Ground Rules Guest Speaker “Introduction to Japanese Service Industry”	Tohoku U.
Week 3 & 4	Oct 20 <sup>th</sup>	Visit to the local department store (1) Photo Project	Meet at 12:30 at <b>Fujisaki Dept. Store</b>
Week 5	Oct 27 <sup>th</sup>	Reflective Session of Photo Project	Tohoku U.
No class	Nov. 3 <sup>rd</sup>	Culture Day	

Week 6	Nov. 10 <sup>th</sup>	Group Activity (1)	Tohoku U.
Week 7	Nov 17 <sup>th</sup>	Group Activity (2)	Tohoku U.
Week 8	Nov. 24 <sup>th</sup>	Presentation Preparation	Tohoku U.
Week 9	Dec; 1 <sup>st</sup>	Presentation	Tohoku U.
Week 10	<b>Sunday,</b> Dec 6 <sup>th</sup>	Participate in Store event Study tour at New Sendai Subway	<b>Fujisaki Dept.</b> <b>Store</b> <b>Participation is</b> <b>expected</b>
Week 11	Dec 8 <sup>th</sup>	Reflective Session	Tohoku U.
Week 12	Dec 22 <sup>nd</sup>	Group Activity (3)	Tohoku U.
No class	Dec. 29 <sup>th</sup>	Winter Vacation	
Week 13	Jan 5 <sup>th</sup>	Final Presentation Preparation	Tohoku U.
Week 14	Jan 12 <sup>th</sup>	Final Presentation Rehearsal	Tohoku U.
Week 15	Jan. 19 <sup>th</sup>	Final Presentation	Tohoku U.

#### **Evaluation Method**

Students' performance will be assessed based on attendance (30%), reports (including reflection paper) (30%), and presentations (40%).

Grades for the course will be assigned as follows:

- AA.....Excellent (90-100%)
- A..... Good (80-89%)
- B..... Fair (70-79%)
- C..... Passing (60-69%)
- D..... Fail (0-59%)

#### **Textbook and References**

#### **In addition**

Note that course meetings will take place outside the campus several times.  
Class schedule is subject to change.

<b>Course Title</b>	<b>Japanese Art History</b>
<b>Instructor(s) /Position</b>	Professor Mitsuru HAGA
<b>Day and Period</b>	Thursday 10:30-12:00
<b>Credit(s)</b>	2
<b>E-mail</b>	mitsuru.haga.d5@tohoku.ac.jp

<b>Objectives and Outline</b>
Art shows (and encompasses) the way we comprehend and understand this Universe. Therefore Art should be regarded as a visual philosophy; not as a mere illustration of history based on written documents. Thereupon, the importance of learning its history, in this case, Japanese Art History, can never be exaggerated.
<b>Goal of Study</b>
The objective of this course is to provide an outline and basic knowledge about Japanese Art History ranging from the beginnings of human habitation in the Japanese archipelago to the present, including the art of the Jomon, Yayoi, Kofun, Asuka and Nara, Heian, Kamakura, Muromachi, Azuchi-Momoyama, Edo, Meiji, Taisho, Showa and Heisei Periods.
<b>Content and Course Schedule</b>
1) <u>October 1</u> , Course Orientation. What is Art?
2) Art of Jomon Period
3) Art of Yayoi and Kofun Periods
4) Asuka Hakuou Art~ the Reception of Buddhism
5) Art of Nara Period
6) Art of Heian Period 1
7) Art of Heian Period 2
8) Art of Kamakura Period
9) Art of Nanbokucho/Muromachi Period
10) Art of Momoyama Period
11) Art of Edo Period 1
12) Art of Edo Period 2
13) Art of Meiji Period
14) Art of Taisho, Showa and Heisei Periods

15) At the Miyagi Museum of Art, students will share their impressions of the semester with the class by giving an oral presentation.

**Evaluation Method**

Evaluation will be based on final report (70%), performance in the class room (30%).

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

**Textbook and References**

A History of Japanese Art, Noritake TSUDA, Tuttle Publishing, 2009



<b>Course Title</b>	<b>Karate for Beginners</b>
<b>Instructor(s) /Position</b>	Associate Professor Toshihiko FUJIMOTO
<b>Day and Period</b>	Wednesday 13:00-14:30
<b>Classroom</b>	Kawauchi Gymnasium Main Arena or Arena 1
<b>Credit(s)</b>	1
<b>E-mail</b>	toshihiko.fujimoto.d3@tohoku.ac.jp

<b>Objectives and Outline</b>
Aim of this class: To experience "Japanese traditional culture" through practicing martial arts. A first-class lecturer will teach you. We welcome foreign students.
<b>Goal of Study</b>
Goal of this class: To feel the spirit of the martial arts and to experience basic Karate techniques.
<b>Content and Course Schedule</b>
1) Oct 7. Registration and Lecture : What is Karate?
2) Oct 14. Practice : Thrust and Kick
3) Oct 21. The preceding review. Practice : Reverse thrust, thrust and kick.
4) Oct 28. Basic practice of reverse thrust, thrust and kick, and a pattern [Kata].
5) Nov 4. The preceding review and a pattern [Kata].
6) Nov 11. The preceding review, and dash and kick. Basic practice of a pattern [Kata].
7) Nov 18. The preceding review. A pattern practice with a partner [Kumite].
8) Nov 25. The preceding review. A pattern practice with a partner [Kumite].
9) Dec 2. The preceding review. A pattern practice with a partner [Kumite].
10) Dec 9. The preceding review. A pattern practice with a partner [Kumite].
11) Dec 16. The preceding review. A pattern practice with a partner [Kumite].
12) Jan 6. The preceding review. A pattern practice with a partner [Kumite].
13) Jan 13. The preceding review. A pattern practice with a partner [Kumite].
14) Jan 20. The preceding review. A pattern practice with a partner [Kumite].
15) Jan 27. Summary and Assessment.
<b>Evaluation Method</b>
• Evaluation: Attendance, Attitude during class.

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

**In addition**

No equipment necessary. If you would like to participate, please propose on 7 or 14. October at Kawauchi Gymnasium Main Arena or Arena 1. When you have a question, please ask to Toshihiko Fujimoto, Associate professor, Institute for Excellence in Higher Education.

([toshihiko.fujimoto.d3@tohoku.ac.jp](mailto:toshihiko.fujimoto.d3@tohoku.ac.jp)).

<b>Course Title</b>	<b>History of Tohoku University</b>
<b>Instructor(s) /Position</b>	Lecturer Manabu NAKAGAWA
<b>Day and Period</b>	Tuesday 14:40-16:10
<b>Credit(s)</b>	2
<b>E-mail</b>	manabun@m.tohoku.ac.jp

<b>Objectives and Outline</b>
<p>What sort of a university is Tohoku University?</p> <p>This course aims to help students understand the characteristics and uniqueness of Tohoku University from a historical perspective.</p>
<b>Goal of Study</b>
<p>The goal is for each of you to acquire the following knowledge and abilities through these lectures.</p> <p>(1) To be able to understand and explain Tohoku University's history by using some concrete example.</p> <p>(2) To be able to survey and describe the characteristics of university (or faculties) from a historical standpoint.</p>
<b>Content and Course Schedule</b>
1) <u>October 6</u> , Introduction
2) Field Trip (Sendai City Museum)
3) The Foundation of Tohoku Imperial University
4) Field Trip (University Museum)
5) Open Door Policy
6) Development of University I
7) Development of University II
8) Student Life
9) Field Trip (University Library)
10) International Students
11) World War II and Postwar Reforms
12) Field Trip (University Archives)
13) University Campus

14) University Reforms

15) University Ideals

**Evaluation Method**

Assessment in this lecture involves every class's Minute Paper\* (50%) and final paper (50%).

\*Student will write summary of lecture or some questions in the Minute Paper. Teacher will assess Minute Paper (0 point-4 point).

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

**Textbook and References**

Handout will be distributed in each period. Reference books will be introduced as appropriate.

**In addition**

If you have questions, comments and requests, please send E-mail to instructor:  
manabun@m.tohoku.ac.jp

<b>Course Title</b>	<b>Fieldwork on Society and Education in Japan</b>
<b>Instructor(s) /Position</b>	Professor Kazuhiro SUGIMOTO
<b>Day and Period</b>	Thursday 13:00-14:30, 14:40-16:10
<b>Credit(s)</b>	2
<b>E-mail</b>	sugimoto@m.tohoku.ac.jp

<b>Objectives and Outline</b>
This course aims to provide academic and practical opportunities for students to experience Japanese society and its education through lecture, group discussion and fieldwork at some schools in Sendai. In this course, students will obtain basic knowledge about the historical characteristics and contemporary issues of Japanese education and develop a practical understanding of Japanese students' life at school.
<b>Goal of Study</b>
In this course, students will be able to become acquainted with how Japanese education has been created in history and what challenges Japanese schools, in particular schools in Miyagi Prefecture, are facing. This course puts an emphasis on acquiring practical experience through fieldwork at schools and interaction with students and teachers.
<b>Content and Course Schedule</b>
The course provides basic information and ideas which have formed education policies, system and practices in modern Japan, by which students will be able to comparatively examine education, referring to their own experience in their countries. Basically this course will be given fortnightly, on alternate Thursdays, but the schedule is subject to change.
1) October 1: Course Orientation
2) October 15: Basic understanding of Japanese Education
3) October 29: Visit to Sendai City's Education Board
4) November 12: School education reforms in Japan
5) November 19: Visit to Sendai Nika Junior & Senior High School
6) November 26: Visit to Shokei Gakuin Junior & Senior High School (tentative)
7) December 10: Visit to Miyagi Gakuin Junior & Senior High School
8) <u>Friday</u> , January 15: Visit to Asahigaoka Primary School
<b>Evaluation Method</b>

Students' performance will be assessed based on class participation (20%), short reports (40%) and essay (40%).

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

<b>Course Title</b>	<b>William Shakespeare, The Winter's Tale, Romance and Shakespeare's Late Plays.</b>
<b>Instructor(s) /Position</b>	James Tink / Associate Professor, Department of English Literature
<b>Day and Period</b>	Thursday 13:00-14:30
<b>Classroom</b>	Room 135, School of Arts and Letters
<b>Credit(s)</b>	2
<b>E-mail</b>	<a href="mailto:jmtink@g-mail.tohoku-university.jp">jmtink@g-mail.tohoku-university.jp</a> .

### **Objectives and Outline**

*The Winter's Tale* is one of the last plays written by William Shakespeare, and one of his most experimental works. It is an example of a so-called "romance" drama that combines tragedy and comedy, but also explores difficult, and relevant, questions about family relationships, political authority, ethics, and citizenship. In this course, students will read the entire play in weekly installments, and be introduced to the study of Shakespeare and English renaissance drama, as well as the particular themes of the romances. We will also consider how the play relates to seventeenth-century society, religious belief, and politics, and also look at some later historical approaches to the drama from a global perspective.

### **Goal of Study**

- (1) To read a play of William Shakespeare in the original English.
- (2) To introduce the major literary and historical contexts for studying seventeenth century English drama.
- (3) To consider the status and relevance of Shakespeare and English literature from an inter-cultural perspective
- (4) To develop analytic skills for understanding literary texts, and improve comprehension and discussion skills in English.

### **Content and Course Schedule**

Each week, students must read in advance an installment from the textbook. The weekly class will introduce and explain relevant topics for discussion and assignments.

1) 10/1: Introduction

2) 10/8: Reading *The Winter's Tale* Act 1

3) 10/15: The Winter's Tale Act 1
4) 10/22: The Winter's Tale Act 2
5) 10/29: The Winter's Tale Act 2
6) 11/5: The Winter's Tale Act 3
7) 11/12: The Winter's Tale Act 3 (Mid-term test)
8) 11/19: The Winter's Tale Act 4
9) 11/26: The Winter's Tale Act 4
10) 12/3; The Winter's Tale Act 5
11) 12/10: The Winter's Tale Act 5
12) 12/17: Shakespeare and Romantic Literary Criticism
13) 12: 24: Shakespeare and Modern Romance Theory
14) 01/7: Global Shakespeare
15) 01/ 14: Final Exam
<b>Evaluation Method</b>
Two reaction papers 40%; mid-semester-test 20%; final exam 40%.
Grades for the course will be assigned as follows:
AA.....Excellent (90-100%)
A..... Good (80-89%)
B..... Fair (70-79%)
C..... Passing (60-69%)
D..... Fail (0-59%)
<b>Textbook and References</b>
Shakespeare, William. <i>The Winter's Tale</i> . Ed. Elizabeth Huddleston. Cambridge: Cambridge University Press: 1999.
<b>In addition</b>
The language of instruction will be English.



<b>Course Title</b>	<b>Logic via Go</b>
<b>Instructor(s) /Position</b>	Yuko Murakami
<b>Day and Period</b>	Wednesday, 13:00-14:30
<b>Classroom</b>	Room 909, School of Arts and Letters
<b>Credit(s)</b>	2
<b>E-mail</b>	ymurakam@m.tohoku.ac.jp

<b>Objectives and Outline</b>
The course consists of practice sessions both in Go and logic. Students are expected to actively participate in course activities. Students presentations on cultural influences of games will be mandate.
<b>Goal of Study</b>
The goals of the course is three-fold: (1) to learn how to play the game Go; (2) to investigate cultural influences of games; (3) to learn how to deal with logical models with Go stones as tokens.
<b>Content and Course Schedule</b>
<p>There are three sorts of class activities. First of all, students are to learn to play Go. They need to know the rules. Quizzes will examine whether they can write down the rules in an everyday language (either in English or in Japanese). It doubles a preparation to write them explicitly in a formal language. Second, they are to learn strategies and techniques to play Go. Due to class time restriction, the game board in class is limited to the smallest 4 by 4 board, although the strategies are different from those for the full 19 by 19 board. Moreover, there is an iPhone/iPad app, Cho U's 4 by 4 Go Puzzle.to help students to practice out of the classroom. They are also expected to play the game in and out of the classroom. Finally, some lecture and discussion on cultural aspects of the game. Proverbs, myths, and historical episodes will be explained.</p> <p>A considerable amount of time, however, will be devoted to let students practice translation between game rules and sentences of a formal language. They will see how a formal sentence can be interpreted in more than one situation, and how a situation of the world can be described in many formal sentences.</p>
1) 10/7: Course orientation. Introduction. Go in Japanese society. Some game rules (territory, the winning condition, how to capture stones). Practice games.
2) Review of game rules. Quiz 1. .Practice games.
3) More game rules (prohibited moves). Practice games.
4) Review of rules. Quiz 2. Practice games.

5) Introduction to a formal language 1 (FOL). Vocabulary. Connectives and quantifiers. Grammar. Description of situations on the game board.
6) Review of FOL. Quiz 3. Description of situations on the game board (cont'd)
7) How to construct game situations from formal sentences. Practice games.
8) How to “count” in FOL. Practice games.
9) Rules of inference of FOL. Logical consequence and logical validity. Logic and information. Quiz 4.
10) Discussion session. Go in Asian culture. Student presentation. Practice games.
11) Student presentation. Practice games.
12) Student presentation. Practice games.
13) Practice games. Go in Japanese society.
14) Practice games. Go in Japanese society.
15) Wrap-up session.
<b>Evaluation Method</b>
<p>Course participation 100%</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<b>Textbook and References</b>
<p>Cho U (Chang Hsu) (2011) Yonro no Go (in Japanese) Gento Sha Educational. ISBN: 978-4-344-97587-3</p> <p><a href="http://www.gentosha-edu.co.jp/products/post-95.html">http://www.gentosha-edu.co.jp/products/post-95.html</a></p> <p>Recommended reading:</p> <p>David Palmer et al. (2007) Tarski’s World: Revised and Expanded. CSLI Publication.</p> <p>Yumi Hotta (2004-2011) Hikaru no Go 23 vols. VIZ Media LLC.</p>
<b>In addition</b>
<p>Students who already know how to play Go are expected to read the complete set of GO rules to translate them into sentences of a modal language specified in the class as advanced students as well as to help beginners to play the game in classroom.</p> <p>The following app is strongly recommended, but available only on iOS.</p>

Nihon Kiin. Cho U's 4 by 4 Go Puzzle. (iPhone/iPad app. Available in Japanese, English, Chinese, and Korean)

<https://itunes.apple.com/app/ri-ben-qi-yuan-zhang-xuno/id517153034?mt=8>

<b>Course Title</b>	<b>Introduction to Education</b>
<b>Day and Period</b>	Monday, 13:00 – 14:30
<b>Credits</b>	2
<b>Instructors / Position</b>	Kazuya TANIGUCHI / Associate Professor, Graduate School of Education Sicong CHEN / Lecturer, Graduate School of Education
<b>E-mail</b>	<a href="mailto:tkazuya@sed.tohoku.ac.jp">tkazuya@sed.tohoku.ac.jp</a> ; <a href="mailto:sicong.chen.e1@tohoku.ac.jp">sicong.chen.e1@tohoku.ac.jp</a>

#### Objectives and Outline

This course aims to reconsider education in Japan in your images and to explore the possibility of education for next generations. We may have misunderstandings or assumptions about education in different countries. Meeting real situations and exchanging opinions among students from different countries is a way to develop a relative perspective on education.

This course consists of 3 parts: 1) students will get basic knowledge of Japanese education in Part 1; 2) students will meet actual Japanese education and go beyond mutual misunderstandings in Part 2; 3) students will discuss the possibility of “Global Citizenship Education” for next generations in Part 3.

#### Goal of Study

Through this course, students will be able to reconsider their existing images of education and start to explore the possibility of education which is future oriented and beyond borders.

#### Content and Course Schedule

1) October 5: Course Orientation: Exchange Your Experiences (Taniguchi and Chen)

[Part 1] Basic Knowledge on Japanese Education (Taniguchi)

2) October 19: Taro’s Career Path: Basic Aspects of Japanese Educational System

3) October 26: Who Can Publish Textbooks? : Basic Knowledge on Japanese Educational Policy

4) November 2: Hidden Japanese Volunteering: Non Formal Education System in the Community

5) November 9: Presentation: Show Your School Days

[Part 2] Exploring Real Japanese Education (Taniguchi)

6) November 16: Is Japanese History Textbook Unfair? Real Descriptions of History

7) November 30: Prepare the Interview to Japanese High School Students

8) December 7: Real Japanese School: Observation Trip

9) December 14 : Have Your Images Changed? Discussion and Short Report

[Part 3] From Japan to Global: the Perspective of Citizenship Education (Chen)

10) December 21: Education, Citizenship and Nation-State Building

11) January 4: Citizenship Education in Japan

12) January 18: Global Citizenship Education: An Alternative Educational Agenda

13) January 25: Presentation: Sharing Ideas on Global Citizenship Education

#### Evaluation Method

The course is activity and discussion oriented. Students will use the “Portfolio”, the worksheet in which students can record what they discuss and what they think. We will evaluate the descriptions in the Portfolio (70%). Short report in the 10<sup>th</sup> class is included in the Portfolio.

The course includes two individual presentations (5<sup>th</sup> and 13<sup>th</sup>). Each presentation is 15% (15%×2)

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

#### Textbook and References

- Norio IKENO ed. *Citizenship Education in Japan*, Continuum, 2011.
- MEXT, ‘Principle Guide Japan’s education System’ MEXT HP  
<http://www.mext.go.jp/english/introduction/1303952.htm>
- MEXT, ‘Improvement of Academic Abilities’, MEXT HP  
<http://www.mext.go.jp/english/elsec/1303755.htm>
- There will be other reading materials to be handed out during the course.

<b>Course Title</b>	<b>Introduction to Special Needs Education in Japan</b>
<b>Day and Period</b>	Tuesday, 10:30-12:00
<b>Credit(s)</b>	2
<b>Instructor(s) /Position</b>	Yeonhee HWANG, Instructor, Tohoku Fukushi University
<b>E-mail</b>	hwang@tfu-mail.tfu.ac.jp

<b>Objectives and Outline</b>
<p>The purpose of the course is provide students with an overview of special needs children in Japan with an emphasis on developmental disabilities including Learning Disabilities (LD), Attention Deficit / Hyperactivity Disorder (ADHD) and Autism Spectrum Disorders (ASD). The purpose of the class is also to give students an understanding of general cognitive, educational and social-behavioral characteristics of individuals with developmental disabilities.</p>
<b>Goal of Study</b>
<p>Students will be able to describe the cognitive, educational, and social-behavioral characteristics of individuals with various types of developmental disabilities. Students will also be able to understand the importance of developing effective teaching strategies for all students in the classroom and will compare classroom accommodation in Japan and in their countries.</p>
<b>Content and Course Schedule</b>
<p>Students will participate in various activities (including simulations) to understand characteristics and symptoms of developmental disabilities. Students will discuss strategies that promote learning and social acceptance in the classroom.</p> <p>A visit to elementary school or special needs education center will help to deepen understanding of Japanese special needs education.</p>
<p>1) October 6</p> <p>Course Orientation</p> <p>Course outline and expectations will be given. Students will be asked to share with the class how disabilities are categorized in their countries.</p>
<p>2) October 13</p> <p>Japanese Special Needs Education</p> <p>An overview of Japanese special needs education will be given, especially focusing on recent changes in legislation relating to individuals with developmental disabilities.</p>

<p>3) October 20</p> <p>Developmental Disabilities</p> <p>The causes and classifications of developmental disabilities will be discussed. Also, we will examine appropriate and non-biased language showing respect for individuals with disabilities</p>
<p>4) October 27</p> <p>Learning Disabilities(LD) 1</p> <p>Basic types of L D will be discussed as well as the definition of LD.</p>
<p>5) November 10</p> <p>Learning Disabilities(LD) 2</p> <p>Warning signs and mechanisms of LD will be discussed including looking at case studies.</p>
<p>6) November 17</p> <p>Learning Disabilities(LD) 3</p> <p>Students will experience LD simulation or awareness-raising activities and discuss teaching strategies and learning materials appropriate for children with LD.</p>
<p>7) November 24</p> <p>Field experience</p> <p>The class will visit an elementary school or center for children with developmental disabilities. The school to be visited is not yet fixed.</p>
<p>8) December 1</p> <p>ADHD 1</p> <p>Definitions and behavioral characteristics of ADHD will be discussed including looking at case studies.</p>
<p>9) December 8</p> <p>ADHD 2</p> <p>Students will experience ADHD simulation or awareness-raising activities and discuss teaching strategies and learning materials appropriate for children with ADHD.</p>
<p>10) December 15</p> <p>ADHD 3</p> <p>Medication and behavior management to control ADHD behaviors will be discussed. The class will discuss the major current issues related to medication for ADHD.</p>
<p>11) December 22</p> <p>Autism Spectrum Disorders(ASD)</p> <p>The core symptoms and types of Autism Spectrum Disorders will be discussed including looking at case studies.</p>
<p>12) January 5</p> <p>Asperger Syndrome</p>

<p>The characteristics and warning signs of Asperger Syndrome will be discussed including looking at case studies.</p>
<p>13) January 12 Theory of Mind We will discuss the concept of theory of mind and how it is often impaired in person with ASD.</p>
<p>14) January 19 Working memory and Developmental Disabilities Working memory capacity is closely related to a child's ability to learn. The characteristics of working memory of children with developmental disabilities and classroom support for them will be discussed.</p>
<p>15) January 26 &lt;Looking forward to the future&gt; Support services in college and career preparation for people with developmental disabilities will be discussed. Students will be asked to share with the class the services available in their countries.</p>
<p><b>Evaluation Method</b></p>
<p>In-class participation 50%, reports 20%, and attendance 30%</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)</p>
<p><b>Textbook and References</b></p>
<p>There is no assigned text for this course. The instructor will supply students with the necessary handouts as needed. Supplementary textbooks will be introduced in class.</p>



<b>Course Title</b>	<b>Special Lecture on Practical Studies in Law and Policy from Japanese Perspectives</b>
<b>Instructor(s) /Position</b>	<p>WATANABE Tatsunori / Professor, School of Law, Tohoku University</p> <p>1) TODA Chiyo / Lawyer, Tanase Law Office</p> <p>2) TOKUSUE Sayako / Program Officer, Project Manager, Sasakawa Africa Association</p> <p>3) INOUE Yasuhito / Judge, Kyoto District Court</p> <p>4) TANI Midori / Consulting Fellow, Senior Analyst for Consumer Policy, Commerce and Distribution Policy Group, Commerce and Information Policy Bureau, Ministry of Economy, Trade and Industry (METI)</p>
<b>Day and Period</b>	Fridays: 1) Oct. 16, 2) Nov. 20, 3) Dec. 18, and 4) Jan. 8 14:40-16:10 and 16:20-17:50
<b>Classroom</b>	Seminar Room 3, School of Law Bldg. 2 <sup>nd</sup> Floor, Kawauchi Campus
<b>Credit(s)</b>	1
<b>E-mail</b>	<p>WATANABE Tatsunori (t_watanabe@law.tohoku.ac.jp) (cc: MISUMI Taeko (misumi@law.tohoku.ac.jp))</p> <p>1) TODA Chiyo (toda@law-t.jp)</p> <p>2) TOKUSUE Sayako (sayako.tokusue@gmail.com)</p> <p>3) INOUE Yasuhito (HAE03252@nifty.ne.jp)</p> <p>4) TANI Midori (tani-midori@meti.go.jp)</p>

### **Objectives and Outline**

The purpose of this class is to study the globalization in the field of law and policy from a practical point of view. In this class, three practitioners who all take active roles in a global context will make lectures based on their practical experiences. The lectures relate to issues and problems which should be explored as important topics in today's globalized society.

### **Goal of Study**

Students will come to understand the actual globalization in the field of law and policy through the lectures. In particular, they need to gain basic understandings of each topic and to think by themselves what are important and essential to deal with issues and problems in a global context.

## Content and Course Schedule

The content and course schedule will be as follows:

1) **◆** Session 1: October 16 (Fri), 14:40-17:50

Instructor: WATANABE Tatsunori “Course introduction”

Instructor: TODA Chiyo “Civil procedures and conflicts relating to international divorce in Japan”

What would you have to go through if you are to handle an international divorce in Japan? Why is there a mandatory mediation procedure before a suit? Does the ratification of the Hague Convention on the Civil Aspects of International Child Abduction really help? What would you get or have to pay if you are to be divorced from a Japanese national? How will the custody of the children be treated? Even a simple divorce will trigger a variety of legal concerns.

2) **◆** Session 2: November 20 (Fri), 14:40-17:50 Instructor: TOKUSUE Sayako

“The road towards sustainable rural development: A case study of the empowerment of women agro-processing cooperatives in rural Ethiopia”

Since 2007, Ethiopia is experiencing strong economic growth at an average rate of 8-9 per cent. However, 66% of the people in the country still live at less than \$2 a day; those smallholder farmers in rural area, who consist majority of the population, do not seem to have been benefitted from the country’s growth.

By taking a case of women agro-processing cooperatives supported by an international NGO, this lecture aims to shed light on the dynamics and challenges which rural farming communities are facing in Ethiopia, and explore ways to improve their livelihood in a sustainable manner.

3) **◆** Session 3: December 18 (Fri), 14:40-17:50 Instructor: INOUE Yasuhito

“Globalisation and the Rolls of Lawyers”

What does the globalisation mean to lawyers? Some may think that it may mean something only for the limited number of lawyers specialised to company law and business law working in particular big law firms, and that it has little to do with usual lawyers and judges. This notion might be true, at least in the past. However, the progress of the internationalisation in our society lets us re-examine the roles of, and the expectations to, lawyers, especially Japanese ones, now and in the future.

4) **◆** Session 4: January 8 (Fri), 14:40-17:50 Instructor: TANI Midori

“Environmental Policy”

Japan has been carrying out various activities to protect the environment. We will look into different actions to protect the quality of water and air, and the global environment.

Many kinds of efforts are needed to cope with the environmental problems. For example, creation of a law is an important step, but it would not have an effect without activities to ensure the compliance. The government must act, but there are also other important actors. Students will be encouraged to think about means for protecting the environment from diverse viewpoints.

\* Required text

Japan's Environmental Policy:

<http://www.rieti.go.jp/en/special/policy-update/059.html>

### **Evaluation Method**

Students will be evaluated based on the following factors:

- a) Class participation 20%
- b) Reports 80%

Grades for the course will be assigned as follows:

- AA.....Excellent (90-100%)
- A..... Good (80-89%)
- B..... Fair (70-79%)
- C..... Passing (60-69%)
- D..... Fail (0-59%)

<b>Course Title</b>	<b>Japanese Business and Economy A</b>
<b>Instructor(s) /Position</b>	Jun Nakabayashi
<b>Day and Period</b>	Wednesday, 13:00-14:30
<b>Credit(s)</b>	2
<b>E-mail</b>	nakabayashi@econ.tohoku.ac.jp

<b>Objectives and Outline</b>
This course is an introduction to the study of microeconomics. By the end of the course, you will have a better understanding of how economists approach and think about issues like: behavior of firms, market competition, rent controls, international trade and tariffs, externalities, and many more.
<b>Goal of Study</b>
<ol style="list-style-type: none"> <li>1. An understanding of the interaction of the individual, the firm and the industries in the structure of the economy.</li> <li>2. An understanding of production and cost decisions made by firms and understanding of different market structures.</li> <li>3. An understanding of the role of government in externalities and antitrust.</li> </ol>
<b>Content and Course Schedule</b>
1) Introduction to Economics/Scarcity and Choice
2) Gains from Trade
3) Supply and Demand
4) Elasticity
5) Market Efficiency
6) Price Ceilings, Floors, and Bans/ Costs of Taxation
7) International Trade
8) Externalities

9) Public Goods and Common Resources
10) The Costs of Production
11) Competitive Markets
12) Monopoly
13) Oligopoly
14) Monopolistic Competition
15) Labor Markets
<b>Evaluation Method</b>
<p>Mid-term            30%</p> <p>Final Exam        50%</p> <p>Assignments       20%</p> <p>A final make-up may be taken later. All students must take a final. No other makeup will be given for this course grade.</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<b>Textbook and References</b>
<p>Intermediate Microeconomics and Its Application, 11th edition  Walter Nicholson   Christopher Snyder, ISBN-13: 9780324599107</p>
<b>In addition</b>
<p>Prerequisite: Principle level of microeconomics</p> <p>During the course, you will be required to complete homework assignments found on the APLIA WEBSITE (<a href="http://www.aplia.com/">http://www.aplia.com/</a>).</p>

<b>Course Title</b>	<b>Business Communication A</b>
<b>Instructor(s) /Position</b>	Ray Roman
<b>Day and Period</b>	Thursday, 14:40-16:10
<b>Classroom</b>	Seminar Room 1, Faculty of Economics
<b>Credit(s)</b>	2
<b>E-mail</b>	professor@rayroman.net

<b>Objectives and Outline</b>
The purpose of this course is to increase your business communication knowledge and abilities. We will discuss a variety of business communication topics, with a focus on improving practical communication skills.
<b>Goal of Study</b>
At the end of this course you will have a better understanding of international business communication. You will be able to perform more effectively in a wide range of business situations as both an individual and team member.
<b>Content and Course Schedule</b>
To prepare for each class you will have a reading assignment and sometimes a written homework assignment. Often you will work with other students in small groups, discussing the homework assignment or doing other activities. We will have many opportunities to practice discussion and presentation skills during class time.
1) Introduction
2) Business Writing (homework = 5 points)
3) Organizational Communication Effectiveness (homework = 5 points)
4) Leadership Communication (homework = 5 points)
5) Rhetoric and Public Speaking (homework = 5 points)
6) Mid-term Test
7) Presentation Preparation (homework = 5 points)
8) Presentation Performance (homework = 10 points)
9) Student Presentations-a (practice)
10) Student Presentations-b (practice)
11) Student Presentations-a (evaluated)
12) Student Presentations-b (evaluated)
13) Student Presentations (continued) and/or video on presentation skills

14) Review of student presentations

15) Summary of Course and Q&A

**Evaluation Method**

Homework 35%      Test 25%      Presentation 30%      Participation 10%

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

**Textbook and References**

There is no textbook. Materials will be distributed by email.

**In addition**

Students should

- Be prepared for each class
- Complete all assignments completely and on time
- Participate effectively and energetically in class exercises
- Give best effort in all activities

This course is limited to 20 students, with preference given to higher GPA.

Office hours: Thursday 13:30-14:30 (Please send email beforehand.)

Email: [professor@rayroman.net](mailto:professor@rayroman.net)

<b>Course Title</b>	<b>Career Development</b>
<b>Instructor(s) /Position</b>	Yoshinobu (Yoshi) Nakamura /Part time lecturer
<b>Day and Period</b>	Tuesday, 13:00-14:30
<b>Classroom</b>	Seminar Room 1, Faculty of Economics
<b>Credit(s)</b>	2
<b>E-mail</b>	nakamura.yoshi100@jp.panasonic.com (With CC) yoshinakamura100@bea.hi-ho.ne.jp

<b>Objectives and Outline</b>
<p>This course offers the opportunity to acquire basic knowledge of Japanese society, typical Japanese companies as well as multinational companies, useful in developing know-how and skills to be later used in job-hunting activity. In addition, by introducing the concepts of career development and a life in a company, through the curriculum and active classroom discussion this course will also give valuable insight toward selection of one's future career. Further, this course will offer practical guidance in matters of Japanese business etiquette, and essential tips for effective resume and entry-sheet preparation, as well as an understanding of company meeting protocol and polishing one's presentation skills.</p>
<b>Goal of Study</b>
<ol style="list-style-type: none"> <li>1. Opportunity for enrollee to consider work as existing both in the framework of business society as well as together with one's life overall.</li> <li>2. Goal is to gain the necessary knowledge and improve skill at interpersonal relations in order to become a fulfilled member of society and enhance one's value as a perspective employee.</li> <li>3. Master communication skills for information gathering regarding job-hunting activity about Japanese companies or other multinational companies.</li> <li>4. Wright a short essay the title "My Career Plan starting at present up to the next five to ten years".</li> </ol>
<b>Content and Course Schedule</b>
<p>The course will be interactive and experience-based, so positive and pro-active participation of the self-motivated enrollee is both encouraged and expected.</p> <p>The course will aim to give the enrollee the ability to shape and guide his/her career by building on one's own experience, led by an instructor with a wealth of long-term job experience in personnel matters at a major Japanese multinational corporation, who will work with enrollee to assist and give advice and tips throughout the duration of the course.</p>



Depending on content, course assignments may be either individual or team based, allowing enrollees the opportunity to develop independently as well as hone effective teamwork skills. This course also plans to invite special guest lecturers such as experienced industry executives and human resource managers to give valuable practical advice and insight to the enrollee.

1) October 6<sup>th</sup>

Introduction

Lecturer's self-introduction and explanation of the coursework objectives and way of proceeding. Enrollees will also be asked to introduce themselves, so that all may be aware of each other's background and experience. In this first segment, the course will examine how to effectively gather information about a prospective company and how to evaluate company summaries.

Distribution & Assignment

: Copy of Syllabus and Send Self-introduction to lecturer by e-mail.

2) October 13<sup>th</sup>

Japanese corporations

Features and characteristics of a typical Japanese management system

Distribution & Reading assignment

: Copy of Japanese Human Resource Management Ch. 1&15 :Hideo Ishida

3) October 20<sup>th</sup>

Japanese Human Resource Management practices

Japanese Human Resource Management :Hideo Ishida

Distribution & Reading assignment

: 21<sup>st</sup>-Century Japanese Management Ch.4&9 : J C. Abegglen

: The Career Interest Questionnaire

4) October 27<sup>th</sup>

Career planning

Know yourself first – where do I want to go and what have I done so far to get there?

Distribution : My Life & Career Planning Work Sheet

Lean In:Ch.2&4 :Sheryl Sandberg

5) November 10<sup>th</sup>

A look at Japanese companies at present

A look at why Japanese companies hiring non-Japanese employees, and what these companies

hope to gain from hiring exchange students to Japan

6) November 17<sup>th</sup>

Strategic Workshop I

Round-table free discussion with the personnel manager from a major multinational company

Guest speaker will be announced later.

7) November 24<sup>th</sup>

The Japanese employment practices in Japan

Regular annual hiring and in-house human resource development

Distribution : Career Option Work Sheet

8) December 1<sup>st</sup>

Learning more about Japanese companies

In what type of companies are you most interested? In what kind of work?

How to find out for what type of company and work you may be best suited

9) December 8<sup>th</sup>

Japanese business etiquette

Keys to success in working effectively in a Japanese company with local employees

Distribution & Assignments: Quiz Seating order

Please make Your Job Hunting Resumes to your interest company with letter.

Send by e-Mail by weekend and bring a copy to the next class

10) December 15<sup>th</sup>

Job Resumes

How to draft a polished and effective job-hunting resume.

Distribution & Assignments: Sample Resumes and Cover Letter

Interview Work Sheet

11) December 22<sup>nd</sup>

Job Interviews

Types of questions you may be asked, and examples of effective responses.

Course will involve enrollees in simulated job-interviews to hone essential interview skills.

Distribution : THE SHIFT The Future of Work Author: Lynda Gratton

12) January 5<sup>th</sup>  
Strategic Workshop II  
Round-table free discussion with a senior executive for a major Japanese multinational company  
Guest speaker will be announced later.

13) January 12<sup>th</sup>  
Final Presentation 1<sup>st</sup> group  
"My Career Plan" five to ten years from now. Use PPT.

14) January 19<sup>th</sup>  
Final Presentation (continued) 2nd group  
"My Career Plan" five to ten years from now.

15) January 26<sup>th</sup>  
Final Presentation (continued) 3<sup>rd</sup> group  
"My Career Plan" five to ten years from now.  
Wrap up Class.  
Distribution: "Willing to Learn" by K.Matsushita.

**Evaluation Method**

• **There will be no written tests.**  
**Class Attendance      10%**  
**Participation in class discussion, etc.      20%**  
**Assignments and homework      20%**  
**Final presentation      20%**  
**A short article of the title "My Career Plan" (5-10 pages in length).**  
**To be submitted first of January.      30%**  
Grades for the course will be assigned as follows:  
AA.....Excellent (90-100%)  
A..... Good (80-89%)  
B..... Fair (70-79%)  
C..... Passing (60-69%)  
D..... Fail (0-59%)

**Textbook and References**

Reading Material will be provided in the class

Japanese Human Resource Management Ch. 1&15:

Author: Hideo Ishida, Publisher: Keio Univ. Sangyou Kenkyu-jo (Industrial Laboratory)

21<sup>st</sup>-Century Japanese Management Ch.4&9:

Author: J C. Abegglen

THE SHIFT The Future of Work portion

Author: Lynda Gratton

Lean In: Women, Work, and the Will to Lead portion

Author: Sheryl Sandberg

**In addition**

Details regarding the schedule may be subject to change.

Students should

- Be prepared for each class
- Complete all assignments completely and on time
- Participate effectively and with energy in class exercises

<b>Course Title</b>	<b>Microeconomics I</b>
<b>Instructor(s) /Position</b>	Jun Nakabayashi
<b>Day and Period</b>	Tuesday, 14:40-16:10
<b>Credit(s)</b>	2
<b>E-mail</b>	nakabayashi@econ.tohoku.ac.jp

<b>Objectives and Outline</b>						
This course covers techniques, concepts and methodology that constitute static partial equilibrium analysis, the standard tool set routinely used in the everyday life of an economist.						
<b>Goal of Study</b>						
Students will learn production and consumption theory. Time permitting, we will cover partial equilibrium analysis of output markets, rudiments of uncertainty and information economics as well as simple general equilibrium models.						
<b>Content and Course Schedule</b>						
<b>Weeks 1 – 5 : Producer Theory</b> <i>Varian: Chap. 1-6</i>						
<b>Weeks 6– 9 Consumer Theory</b> <i>Varian: Chap. 7-10, Intermediate Varian: Chap. 2-11 and 14.</i>						
<b>Week 10-11 Risk and Uncertainty</b> <i>Varian: Chap. 11, Intermediate Varian: Chap. 12-13.</i>						
<b>Week 12- 15 Partial Equilibrium</b> <i>Varian: Chap. 18, Sec. 18.8-9. Intermediate Varian: Chap. 29.</i>						
<b>Evaluation Method</b>						
<table> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Mid-term</td> <td>30%</td> </tr> <tr> <td>Final Exam</td> <td>50%</td> </tr> </table> <p>A final make-up may be taken later. All students must take a final. No other makeup will be given for this course grade.</p> <p>Grades for the course will be assigned as follows:</p> <ul style="list-style-type: none"> <li>AA.....Excellent (90-100%)</li> <li>A..... Good (80-89%)</li> <li>B..... Fair (70-79%)</li> <li>C..... Passing (60-69%)</li> </ul>	Assignments	20%	Mid-term	30%	Final Exam	50%
Assignments	20%					
Mid-term	30%					
Final Exam	50%					

D..... Fail (0-59%)

The course grade will be computed as follows: 20% Homework, 30% Midterm Exam, 50% Final Exam. There will be approximately 6 homework assignments. You can discuss the homework questions with your classmates, but you will need to write up the answers independently. No make-up exam for the midterm will be given; students who have a pre-approved excuse for missing the midterm will have the final exam counted for 80% of the grade.

**Textbook and References**

- 1) Hal R. Varian (1992) Microeconomics Analysis, 3rd edition, W.W.Norton, New York, NY
- 2) Hal R. Varian (2014) Intermediate Microeconomics: A Modern Approach W. W. Norton & Company; 8th International student

**In addition**

Prerequisite: Intermediate level of microeconomics

<b>Course Title</b>	<b>Development Economics</b>
<b>Instructor(s) /Position</b>	Kentaro NAKAJIMA, Associate Professor
<b>Day and Period</b>	Thursday, 10:30-12:00
<b>Classroom</b>	Seminar room 1, Faculty of Economics
<b>Credit(s)</b>	2
<b>E-mail</b>	knakajima@econ.tohoku.ac.jp

<b>Objectives and Outline</b>
This course aims to provide basic knowledge of graduate-level development economics.
<b>Goal of Study</b>
Students will come to understand the basic knowledge of graduate-level development economics, and read academic papers by themselves on that issue.
<b>Content and Course Schedule</b>
This course covers broad topics in economic development. Topics covered will be: 1. Growth model and empirics 2. History and institutions 3. War and civil conflicts 4. Corruption 5. Geography and agglomerations 6. Catastrophic shock and economic geography 7. Infrastructure
1) October 8 Course Orientation
2) October 15 Economic growth (theory)
3) October 22 Economic growth (empirics)
4) October 29 History and institutions
5) November 5 History and institutions
6) November 12 War and civil conflicts
7) November 19 War and civil conflicts
8) November 26 Corruption
9) December 3

Corruption
10) December 10 Geography and agglomerations
11) December 17 Geography and agglomerations
12) December 24 Disaster and economic geography
13) January 7 Disaster and economic geography
14) January 14 Infrastructure
15) January 21 Infrastructure
<b>Evaluation Method</b>
Students will be evaluated based on the final report (100%). Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
There is no required textbook. References will be given in class. You may find that the followings are helpful. • Wydick, B. (2008) “Games in Economic Development,” Cambridge University Press. • Bardan, P. and C. Udry (1999) “Development Microeconomics,” Oxford University Press. • Wooldridge, J. (2002) “Econometric Analysis of Cross Section and Panel Data.” MIT press. • Stock, J. and M. Watson (2007) “Introduction to Econometrics,” Pearson Press.
<b>In addition</b>
This course requires knowledge of graduate (advanced undergrad) level micro and macroeconomics and econometrics, and basic knowledge of how to use spreadsheet and statistical software.





<b>Course Title</b>	<b>Global Company Research</b>
<b>Instructor(s) /Position</b>	Yoshinobu (Yoshi) Nakamura
<b>Day and Period</b>	Tuesday, 18:00-19:30
<b>Classroom</b>	Lecture Hall 1, Multidisciplinary Research Building
<b>Credit(s)</b>	2
<b>E-mail</b>	nakamura.yoshi100@jp.panasonic.com (With CC) yoshinakamura100@bea.hi-ho.ne.jp

<b>Objectives and Outline</b>
The purpose of this class is to understand global business strategies and human resource management of Japanese companies. In each class, a guest speaker is invited from a global Japanese company and give us a lecture on global business in English.
<b>Goal of Study</b>
The goal of this class is to understand real global business strategies of Japanese companies and to give students a picture of working in Japanese companies and establishing their career in them.
<b>Content and Course Schedule</b>
In each class, a guest speaker is invited from a global Japanese company and give us a lecture on global business in English. As guest speakers are invited from diverse industries (e.x. ICT, manufacturing, retailer, trading, finance and so on), students are able to know strategies of various industries.
1) Course Orientation
2) Guest speaker's lecture
3) Guest speaker's lecture
4) Guest speaker's lecture
5) Guest speaker's lecture
6) Guest speaker's lecture
7) Guest speaker's lecture
8) Guest speaker's lecture
9) Guest speaker's lecture
10) Guest speaker's lecture
11) Guest speaker's lecture
12) Guest speaker's lecture

13) Guest speaker's lecture
14) Guest speaker's lecture
15) Guest speaker's lecture
<b>Evaluation Method</b>
Attendance (50%), Report at the end of term on the requested theme (50%) Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
Handouts will be distributed, if guest speakers need.
<b>In addition</b>
Attendance is confirmed in each class.

<b>Course Title</b>	<b>Financial Engineering</b>
<b>Instructor(s) /Position</b>	Ryozo Miura/ Visiting Professor
<b>Day and Period</b>	Wednesday on alternating weeks, 14:40-17:50
<b>Classroom</b>	Seminar Room23, 5F, Graduate School of Arts and Letters.
<b>Credit(s)</b>	2
<b>E-mail</b>	ryozomiura@gmail.com

### Objectives and Outline

Financial Engineering treats financial risks. It has developed many financial-risk hedging tools such as forwards/futures, swaps, options and many other new financial instruments. They are all called derivatives in general. They came up after a certain development of portfolio analysis. In this course, we will look at their concepts/roles, pricing theory and risk managements along with their mathematical and statistical frameworks. We do not want to go deep into any advanced-level mathematics, but certain undergraduate-level mathematics are required, that is, linear algebra, calculus, and probability/statistics theory.

### Goal of Study

Aim of this course is that students acquire sure quantitative views of the variety of new financial instruments as well as their pricing schemes and of risk management frameworks that are practiced in our modern financial markets. It is the important financial aspects of our current economy.

### Content and Course Schedule

(1 & 2) October 14

: **Mean-Variance Portfolio Analysis** (Single period model) is discussed.

Items include; Minimum variance portfolio, global minimum variance portfolio, efficient frontier, and tangency portfolio. Then, CAPM (Capital Asset Pricing Model) will be discussed. Black's CAPM will be explained if time allows.

Also, Statistical methods for estimation of Beta will be explained.

Items are; Market Model (a simple linear regression model) , Jensen's Alpha and Least squares estimates.

**Homework 1 will come.**

(3 & 4) October 28

**Mean-Variance Portfolio Analysis** (Single period model) continued.

APT (Arbitrage Pricing Theory) will be discussed with items including; Multi-factor model, Zero-beta arbitrage portfolio.

Also, statistical methodology for finding factors will be briefly explained.

Fama-French model seems so popular in practice. This will be explained as an example of multiple linear regression models.

**Homework 2 will come.**

(5 & 6) November 11

**Financial Derivatives:** introduction and pricing

Basic derivatives such as Forward and Future, Options, Swaps and Exotics with exercise-types: so-called European and American, will be explained with their definitions and risk hedging roles.

Black-Scholes Option Pricing Theory (partial Differential Equation Approach) will be explained. Along with brief instruction of Brownian Motions (Standard Wiener Process), and Ito's Stochastic Calculus (simple scheme). This pricing framework is very fundamental since it works for many of the (European-type) derivatives.

If time allows, some further development such as VIX(volatility index) will be explained.

**Homework 3 will come.**

(7 & 8) November 25

**Derivative pricing framework** continued

We will discuss how Foreign Currency will be included in derivative pricing framework.

Martingale approach for pricing derivatives will be explained very briefly with Martingale, market-price-of-risk, change of measure, replicating (self-financing) portfolio.

(9 & 10) December 2

**Interest rates and Credit.**

Items start with: Spot rates, Forward rates and no arbitrage, and terms and term structures.

Then, we discuss Credit, Credit ratings and default probabilities with transition of ratings and default probabilities.

The interest rates Stochastic Processes such as Vasicek-Jamshidian model and Heath-Jarrow-Morton Model will be introduced so that and Corporate Bonds and Interest rates derivatives can be priced. The derivatives include: Forwards, Swaps, Swaptions(options on Swaps), Caps, Floors.

<p><b>Homework 4 will come.</b></p> <p>(11 &amp; 12) December 16</p> <p><b>Risk managements: Market Risk and Credit Risk.</b></p> <p>Items for market risk include: VaR (Value at Risk) of portfolios and statistical methods for its measurements, Short falls, and Stress tests. If time allows, Copula functions will be briefly explained.</p> <p>As for Credit risk, we will discuss Merton's model (Structural model) and Reduced-form model to estimate default risk. Then, Credit risk VaR and its bivariate case will be discussed.</p> <p><b>Homework 5 will come</b></p>
<p>(13 &amp; 14) January 6</p> <p><b>Risk Management: Credit derivatives</b></p> <p>Items include: Definitions and valuations of Credit derivatives such as CDS(credit default swaps) will be discussed. Then, the scheme of Securitization will be explained. Sub-prime housing loan securitized will be referred. Counter-party risk will also be mentioned.</p> <p>If time allows, several exotic derivatives such as Weather derivatives, Coco Bonds, etc. will be briefly explained.</p>
<p>(15) January 20</p> <p><b>Financial Crises</b> (1987, 2008) will be reviewed briefly in relation to the above derivatives.</p> <p>Items are: CDS, Securitizations, Counterparty risk, importance of information/data transparency and Systemic risk.</p>
<p>(16) February 3 Final Examination</p>
<p><b>Evaluation Method</b></p> <p>The course work of Students will be evaluated based on class participation (10%), homework (50%) and final examination (40%).</p> <p>Grades for the course will be assigned as follows:</p> <ul style="list-style-type: none"> <li>AA.....Excellent (90-100%)</li> <li>A..... Good (80-89%)</li> <li>B..... Fair (70-79%)</li> <li>C..... Passing (60-69%)</li> <li>D..... Fail (0-59%)</li> </ul>
<p><b>Textbook and References</b></p> <p>Class materials are taken mainly from the following four books:</p>

[Theory of Financial Decision Making] by Jonathan E. Ingersoll Jr (Rowman & Littlefield publisher. 1987) for mean-variance analysis,

[Options, Futures and Other Derivatives] by John C. Hull (Pearson Prentice Hall, Pearson International Edition. sixth edition 2006. There came out 9<sup>th</sup>. Edition this year that includes more recent topics such as financial crisis) for derivatives.

As for Martingale approach, [Financial Calculus: An introduction to derivative pricing] by Martin Baxter and Andrew Rennie (Cambridge University Press 1996) will be referred.

Then, [The Essentials of Risk Managements. 2<sup>nd</sup> edition] by Michel Crouhy, Dan Galai and Robert Mark (McGraw Hill Education 2014) for risk management.

Quite detailed outline of my class materials will be delivered at class.

**In addition**

Review your under graduate-level mathematics such as linear algebra, calculus and probability/statistics.

Office hour is set for 60 minutes during lunch time (12:00-13:00) on the class-holding day and for 30 minutes right after the two-consecutive classes.

Please be aware that homework is an important channel for communications between teacher and students as well as students' exercises. Homework will be returned with grades and comments.

e-mail address will be announced at the first class-meeting.

<b>Course Title</b>	<b>Food Economics</b>
<b>Instructor(s) /Position</b>	Keiichi Ishii Assoc. Prof., Department of Resource and Environmental Economics, Graduate School of Agricultural Science
<b>Day and Period</b>	Thursday, 10:30 – 12:00
<b>Classroom</b>	Seminar Room (2F 203), Laboratory Block 1, Graduate School of Agricultural Science, Amamiya Campus
<b>Credit(s)</b>	2
<b>E-mail</b>	ishiik@bios.tohoku.ac.jp

<b>Objectives and Outline</b>
This course will examine problems concerning agricultural and food production and a variety of policy design from economic perspectives. After the presentation on agriculture and food production in Japan and the discussion on related policy issues, we will share the current situation and problem of agriculture, food production and consumption in the countries of participants. Class will take seminar form.
<b>Goal of Study</b>
Students will come to understand current situation and problems on agriculture and food sector in different countries through comparative approach.
<b>Content and Course Schedule</b>
This course will start from <u>October 15</u> . We will explain course schedule on the first day of class.
1) Introduction
○Agriculture, food economy and policy design in Japan
2) Structural change of food production and trends in food consumption
3) Policy design for agricultural production and food security
4) Agriculture and the environment
5) Comparative approach for agricultural and food economy
○Agriculture, food economy and policy design in your country
8) Current agricultural situation
9) Policy issues on food production
10) Agricultural modernization and structural changes



11) Agricultural production and poverty reduction

12) Discussion and understanding from comparative approach

**Evaluation Method**

Students will be evaluated based on: class attendance, presentations, in-class participation, homework assignments and reports.

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

**Textbook and References**

Annual Reports on Food, Agriculture and Rural Areas in Japan published by Ministry of Agriculture, Forestry and Fisheries

Documents published by OECD

<b>Course Title</b>	<b>Career Development for Reliable Business Leaders through Japanese Companies with global business operations</b>
<b>Instructor(s) /Position</b>	<b>Main instructor :</b> Kamihito Takeuchi / CEO of Mcken Career Consultants Inc.
<b>Day and Period</b>	Wednesday 14:40-16:10, 16:20-17:50 (10/7, 10/21, 11/4, 11/18, 12/2, 12/16, 1/6, 1/20)
<b>Credit(s)</b>	2
<b>E-mail</b>	k.takeuchi@mcken.co.jp

<b>Objectives and Outline</b>
<p><b>-Course Objectives-</b></p> <p>Students in this course will learn the adaptability to the Japanese corporate community with understanding of common social practice in Japan. The study style of this classes will be not the common academic style of university, but it will be the style of active learning and project-based learning with focus attention on essential culture, survival manners, least etiquette for prospective business leaders and global facilitators in the corporate society in Japan and in the Japanese-style corporate environment in foreign countries.</p> <p>The course will be guided and instructed by the CEO of a headhunting agent company which introduces highly talented persons to suitable job post of excellent companies, while he is a professional consultant who has experience over 30 years in the fields of human resource (HR) management and Corporate Planning &amp; Management at global companies in Japan and outside of Japan.</p> <p><b>-The purpose of program-</b></p> <p>A study theme in this course is about “Career Development for Reliable Global Leaders” who have mutual understanding, and warm but solid trust with their associates”. It will be explained using a Position Matrix Management with Role Models of leaders and their associates. The study concept and its practice in this class are applicable for the most business environment in Japan and beyond Japanese business communities, as these are a common practice in the fields of HR management, and corporate planning management at all the business organizations.</p>
<b>Goal of Study</b>
<p>- Output of program -</p> <p>1) To understand the process of job application in Japan, with the practice of job application</p>

<p>documentation, and role-practices of job interview and group-work.</p> <ol style="list-style-type: none"> <li>2) To design and to clear your life-long career plan with your career objectives using the concept of “Business I” with the career elements of future career vision, own life-long career plan balanced with individual financial aspects, core competences, required skills and knowledge for your career objectives.)</li> <li>3) To understand the framework of role contribution and positioning for HR management and team facilitation, using a Position Matrix Management with Role Models of leaders and their associates.</li> <li>4) To understand and to acquire emotional intellectual competencies and self-positioning skills under the concept of Six Seconds and their Emotional Intelligence</li> <li>5) To learn several business management tools for decision analysis, situation analysis, SWOT analysis, making group consensus etc.</li> </ol>
<p><b>Content and Course Schedule</b></p>
<p>Program 1 – 2 ( 1- 5 lessons )</p> <ol style="list-style-type: none"> <li>1) Course guidance with trial practices</li> <li>2) Demonstration and model training of job interview, group discussion, and document preparation for job application in a typical Japanese style</li> </ol> <p>Program 3 – 4 ( 6- 9 lessons )</p> <ol style="list-style-type: none"> <li>1) Practice with “ Business I” for building your career objective with the analyses of core competence, knowledges and skills</li> <li>2) Practice with a Position Matrix Management for Role Studies and Role Contribution in terms of HR management in a style of project based learning</li> </ol> <p>Program 7 – 8 (10 – 13 lessons)</p> <ol style="list-style-type: none"> <li>1) Further Practice with “Business I” for life-long career plan</li> <li>2) Further Practice with a Position Matrix Management for prospective global leaders and their self-positioning skills for better facilitation and better organizational performance, associating with the concept of Six Seconds and their Emotional Intelligence</li> </ol> <p>Program 9 (14-15 lessons)</p> <ol style="list-style-type: none"> <li>1) Further Practice and Presentation of “Business I” for evaluation</li> </ol>
<p><b>Evaluation Method</b></p>
<ol style="list-style-type: none"> <li>1. Class contribution by discussion and idea proposals: 20%</li> <li>2. Class performance with mode training: 10%</li> <li>3. Quality of home works 20%</li> <li>4. Presentation quality of “Business I” : 30%</li> </ol>

5. Attendance : 20%

Grades for the course will be assigned as follows:

AA.....Excellent (90-100%)

A..... Good (80-89%)

B..... Fair (70-79%)

C..... Passing (60-69%)

D..... Fail (0-59%)

**Textbook and References**

All textbook and references delivered on each lessons

# IPLA Research Project

The IPLA Research Project is an independent study course focusing on a certain topic within your major or interest. The classes are conducted either one-on-one or in small groups. You will meet your instructor on a regular basis to confirm the progress of your research and complete the final paper by the end of the semester. It is an opportunity for you to deepen your studies at a higher level with professors at Tohoku University.

Different topics will be offered each semester. The topics for this semester are shown on the following pages.

## Application Procedures

1. Contact the instructor of the course you want to join to make an appointment.
2. Meet the instructor and discuss your topic and study plan
3. Fill out the Proposal for IPLA Research Project form and obtain the instructor's approval
4. Submit the proposal form to the Student Exchange Division by October 30

For students interested or majoring in law:

The Faculty of Law will consider whether or not to accept you depending on your topic. Please fill out the Proposal for IPLA Research Project form and submit it to the Student Exchange Division by October 9. The faculty committee will examine your proposal and announce their decision on your acceptance and instructor by the end of October.

## Past Research Topics

Frontal Lobe Activity and its Relevance for the Theories of Action

Philosophy of Language

Child Labor in Cambodia

## IPLA Research Project

Field of Study	<b>Anthropology of Tohoku Culture</b>
Semester	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring
Credits	<input type="checkbox"/> 1 credit <input checked="" type="checkbox"/> 2 credits
Instructor	Professor Ichiro Numazaki 沼崎 一郎 教授
Department	Cultural Anthropology Program Faculty of Arts and Letters
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group
Contact Email	Numazaki16@m.tohoku.ac.jp
Office	Room 737 Faculty/Graduate School of Arts and Letters
Hours	By appointment
Possible Topics/Themes	
Any topic related to people and cultures of Tohoku region is possible. The topic will be determined through discussion with the instructor.	
Objectives	
To understand and appreciate rich traditions and cultural diversity in Tohoku region.	
Notes	
Fieldwork among the local people of Tohoku region is strongly recommended. Background in anthropology is helpful but not necessary.	

## IPLA Research Project

Field of Study	<b>Sociology</b>
Semester	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring
Credits	<input checked="" type="checkbox"/> 1 credit <input type="checkbox"/> 2 credits
Instructor	Associate Professor TANAKA Sigeto 田中 重人 准教授
Department	School of Arts and Letters
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group
Contact Email	tsigeto@m.tohoku.ac.jp
Office	Arts and Letters / Law Joint Building 2F 206
Hours	To be determined considering the student's schedules
Possible Topics/Themes	
(1) Family, fertility, gender equality, occupational career, and migration issues in contemporary societies (2) Use of statistics and information technologies for social science communication and decision making	
Objectives	
The theme will be decided on agreement between the student and the instructor. Basically weekly face-to-face instruction will be given. Student must complete a term paper under the instructor's supervision, and must make a presentation on the paper.	

## IPLA Research Project

Field of Study	<b>Agricultural Economics</b>
Semester	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring
Credits	<input type="checkbox"/> 1 credit <input checked="" type="checkbox"/> 2 credits
Instructor	Prof. Norio Tsuge
Department	Economics
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group
Contact	Office Tel. : 022-795-6291 e-mail address : tsuge@econ.tohoku.ac.jp
Office	Graduate School of Economics and Management's Main Building Office No.511
Hours	16:20~17:50 Tuesday
Possible Topics/Themes	
Agrarian Questions, Peasantries and Agricultural Development	
Objectives	
<p>This course focuses on the reason why agricultural problems have occurred in the process of capitalist development, and the way how those problems have been alleviated. Attention is paid to historical conditions which determined whether the agricultural mode of production became capitalist or it continued to be peasants.</p>	
Notes	
The maximum enrollment is three.	



# Proposal for IPLA Research Project

Name		Student ID	
Semester	Fall	Expected Credit	( )1 ( )2
Field			
Topic/Theme			
Instructor	印	Department	
Instruction	( )Individual ( )Group		
Approximate Contact Hours		Approximate Self-study Hours	
Assignments		Final Report	
<u>Summary of Proposal</u>			