

IPLA 2016  
Spring Semester  
Course Description

Tohoku University

## Regular Courses

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1. Japanese Level 1-5	1
2. Japanese Corporate Culture, Decision-Making	6
3. Japanese Communication Behaviors: Business	9
4. Practicum in Education for International Understanding	11
5. Understanding Japan through Miyagi's Traditional Culture	14
6. Intercultural Communication through Collaborative Project II	16
7. History of Art in Ancient Eurasia	18
8. Aikido for Beginners	20
9. Asia and the World: Towards Strategic Partners	22
10. Global Governance and Japan's International Cooperation	24
11. International Project Building: Short Film Creation	27
12. Karate and Japanese Culture	30
13. Global Business Leadership	32
14. Science, Technology and Industry of Japan	34
15. Geological Environment and Earthquake Disaster	36
16. Logic via Puzzle	37
17. Understanding Japanese History	39
18. Features of Contemporary Japanese Culture	41
19. Japanese Business and Economy B	45
20. Business Communication B	47
21. Japanese Economic History	49
22. Monetary Economics	51
23. Regional Enterprise	53
24. Development Economics	56
25. Introduction to Language Sciences	58
26. Consumable Resources and Social Conflicts	60
27. Ocean Politics in East Asia and the Pacific	63

## IPLA Research Project

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1. Anthropology of Tohoku Culture	
2. Study of Japanese Culture	
3. Sociology	
4. Malaysian Business History	
5. Linguistics	

	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, Decision-Making 2 credits <input type="checkbox"/> Consumable Resources and Social Conflicts 2 credits	<input type="checkbox"/> Japanese Communication Behaviors: Business 2 credits	<input type="checkbox"/> Intercultural Communication through Collaborative Project II 2 credits		
	<input type="checkbox"/> Japanese Business and Economy B 2 credits					
T U E	<input type="checkbox"/> Understanding Japan through Miyagi's Traditional Culture 2 credits	<input type="checkbox"/> Monetary Economics 2 credits	<input type="checkbox"/> Asia and the World: Towards Strategic Partners 2 credits	<input type="checkbox"/> Understanding Japanese History 2 credits	<input type="checkbox"/> Japanese Economic History 2 credits	
				<input type="checkbox"/> Development Economics (15:00-17:00) 2 credits		
W E D	<input type="checkbox"/> Japanese Level 1 (M1) 4 credits		<input type="checkbox"/> Logic via Puzzle 2 credits		<input type="checkbox"/> History of Art in Ancient Eurasia 2 credits	
	<input type="checkbox"/> Japanese Level 2 (M2 or G2d) 4 credits					
	<input type="checkbox"/> Japanese Level 3 (G3b/ S3c/ R3b/ P3c) 4 credits			<input type="checkbox"/> Global Business Leadership 2 credits		
	<input type="checkbox"/> Japanese Level 4 (G4b/ S4b/ R4b/ P4b) 4 credits					
T H U	<input type="checkbox"/> Geological Environment and Earthquake Disaster 2 credits		<input type="checkbox"/> Practicum in Education for International Understanding 2 credits	<input type="checkbox"/> Business Communication B 2 credits	<input type="checkbox"/> International Project Building: Short Film Creation 2 credits	
			<input type="checkbox"/> Intro to Language Sciences 2 credits			
			<input type="checkbox"/> Aikido 1 credit	<input type="checkbox"/> Features of Contemporary Japanese Culture 2 credits		
F R I	Japanese Level 1		<input type="checkbox"/> Science, Technology, and Industry of Japan 2 credits		<input type="checkbox"/> Karate and Japanese Culture 2 credits	<input type="checkbox"/> Regional Enterprise 2 credits
	Japanese Level 2					
	Japanese Level 3			<input type="checkbox"/> Global Governance and Japan's International Cooperation 2 credits		
	Japanese Level 4					

\* Blue: Compulsory, Yellow: Compulsory elective, Green: Eligible grade 3-4<sup>th</sup> grade

In order to complete the program, you must earn 13 or more credits per semester including

- **Compulsory course** →4 credits of Japanese language course (according to your level)
  - **Japanese Level I** is for complete beginners. All the IPLA students at this level need to take M1.
  - **Japanese Level II** is for upper beginner-level learners. All the IPLA students who successfully completed M1 need to take M2. Other students at this level need to take G2d.
  - **Japanese Level III** is for intermediate learners and consists of four courses (G3b/ S3c/ R3b/ P3c). Grades will be based on the average score of these four courses.
  - **Japanese Level IV** is for intermediate/advanced learners and consists of four courses (G4b/ S4b/ R4b/ P4b). Grades will be based on the average score of these four courses. Students at this level are allowed to replace one of the four Japanese courses (G4b/S4b/R4b/P4b) with another level IV course.
  - If your placement test score places you at **Japanese Level V**, you must choose at least four Level V courses from the courses. Japanese Level 5 students need to fill in a separate registration form for Japanese courses.
  
- **Compulsory elective courses** →At least 2 courses from below
  - Japanese Corporate Culture, Decision-Making
  - Japanese Communication Behaviors: Business
  - Practicum in Education for International Understanding
  - Understanding Japan through Miyagi's Traditional Culture

<b>Course Title</b>	<b>Japanese Level I ~ V</b>
<b>Semester</b>	Spring 2016
<b>Credits</b>	4
<b>Coordinator</b>	Ms Huja Backley Institute for Excellence in Higher Education (IEHE)
<b>E-mail</b>	Huja.backley.d7@tohoku.ac.jp
<b>Time</b>	<p>Students will be assigned to the appropriate level based on their scores on the placement test (9:30 to 12:00, Wednesday, 6th April in Room A404, Kawauchi Campus).</p> <p>Class starts from 13th April. See 'A Guide to Japanese Language Program' for details.</p> <ul style="list-style-type: none"> <li>➤ Japanese Level I (<b>M1</b>): Wed 8:50-10:20 /10:30-12:00 Room C403 Fri 8:50-10:20 /10:30-12:00 Room C401</li> <li>➤ Japanese Level II (<b>M2</b>): Wed 8:50-10:20/10:30-12:00 Room C401 Fri 8:50-10:20 /10:30-12:00 Room C403</li> <li>➤ Japanese Level II (<b>G2d</b>): Wed/Fri 8:50-10:20/10:30-12:00</li> <li>➤ Japanese Level III (<b>G3b/ S3c/ R3b/ P3c</b>): Wed/Fri 8:50-10:20/10:30-12:00</li> <li>➤ Japanese Level IV (<b>G4b/ S4b/ R4b/ P4b</b>): Wed/Fri 8:50-10:20/10:30-12:00</li> </ul> <p>Students may opt to replace ONE of these courses with another level IV course of their choice.</p> <ul style="list-style-type: none"> <li>➤ Japanese Level V: Choose four courses available at this level</li> </ul>
<b>Place</b>	See 'A Guide to Japanese Language Program' for details of Japanese Level II(G2d), III, IV and V courses.

#### **Course Objectives and Outline**

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.

- **Japanese Level I** is for complete beginners. All the IPLA students at this level need to take **M1**.
- **Japanese Level II** is for upper beginner-level learners. All the IPLA students who successfully completed M1 need to take **M2**. Other students at this level need to take **G2d**.
- **Japanese Level III** is for intermediate learners and consists of **four courses (G3b/ S3c/ R3b/ P3c)**. Grades will be based on the average score of these four courses.
- **Japanese Level IV** is for intermediate/advanced learners and consists of **four courses**

**(G4b/ S4b/ R4b/ P4b)**. Grades will be based on the average score of these four courses. Students at this level are allowed to replace one of the four Japanese courses (G4b/S4b/R4b/P4b) with another level IV course.

- If your placement test score places you at **Japanese Level V**, you must choose at least four Level V courses from the courses.
- Students may take more than four courses according to their levels as non-credit courses.

#### **Learning Goals**

Each class has its own learning goals. Upon successful completion of Level I ~ V, students will have gained the linguistic competence required for the Japanese Language Proficiency Test (JLPT) N5-N1 respectively. For further details, see: <http://www.jlpt.jp/>

#### **Course Content / Schedule**

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

#### **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 the beginning of each course.

# Notes for Japanese Language Classes (Spring 2016)

## 1. Orientation and Placement Test

[9:30 to 12:00, Wednesday, 6<sup>th</sup> April in Room A404](#), Kawauchi North Campus

- All new students joining this Spring Semester need to attend the orientation. Your level of Japanese language classes (Level I ~ V) will be determined by your result in the placement test, which takes place after the orientation.
- For continuing students, if you wish to take Japanese classes higher than your level, you must take the placement test and get a passing grade at the higher level.

The following students are exempt from the test and may leave after the orientation.

- 1) Students who are continuing from the Fall Semester and who intend to take classes at their allocated level.
  - 2) Those who have never studied Japanese before (complete beginners).
  - 3) Those who have passed N1 of the Japanese Language Proficiency Test. If you have not already done so, please submit a photocopy of the certificate with your registration form to Ms. Nakano at the orientation. If you cannot submit it, you need to take the test.
- ※ You will receive a '**Certificate of Ability in Japanese**' (which indicates your level) a couple of days after the orientation.

## 2. Japanese classes

- You need to take the compulsory Japanese classes for the level that is shown on your '**Certificate of Ability in Japanese**'.
- You cannot attend more than one class with the same letter name (e.g. G3 and G4, S3 and S4). Exceptionally, however, you may attend two K classes or two P classes if you obtain permission from the instructors in charge.
- You may take extra classes in addition to the compulsory classes, but you **cannot** earn any extra credits for these additional classes. Also, you may only take classes at your level.

### 3. Japanese Level I – III

Students at levels I - III need to take the following compulsory Japanese classes. For details of each class (time, classroom, teacher(s), etc.), please refer to ***A Guide to Japanese Language Program***.

	Compulsory Japanese classes	Optional Japanese classes
Level I* <sup>1</sup>	M1* <sup>2</sup>	H, K1
Level II	G2d, M2* <sup>2</sup>	K2, P2
Level III	G3b / S3c / R3b / P3c* <sup>3</sup>	K3, L3, W3

\*<sup>1</sup> If you haven't learnt hiragana/katakana, it is recommended that you catch up by attending kana classes (Ha/b) that start on **Monday, 11<sup>th</sup> April** at the International Exchange Building. For details, see ***A Guide to Japanese Language Program***.

\*<sup>2</sup> The M1 and M2 classes are not shown in ***A Guide to Japanese Language Program***. They are only open to IPLA students.

#### M1 class

Wednesdays	8:50-10:20, 10:30-12:00	Room C403	Backley sensei
Fridays	8:50-10:20, 10:30-12:00	Room C401	Usui sensei

#### M2 class

Wednesdays	8:50-10:20, 10:30-12:00	Room C401	Usui sensei
Fridays	8:50-10:20, 10:30-12:00	Room C403	Backley sensei

\*<sup>3</sup> Level III IPLA students are expected to register for the classes G3b / S3c / R3b / P3c.

※ K2-E, K3-E, P2-E, P3-E classes are intensive classes, and are therefore not suitable for IPLA students.

### 4. Japanese Level IV

Students at this level are allowed to replace one of the following four Japanese compulsory classes (G4b / S4b / R4b / P4b) with another level IV optional class. For details of each class (time, classroom, teacher(s), etc.), see ***A Guide to Japanese Language Program***.

	Compulsory Japanese classes	Optional Japanese classes
Level IV	G4b / S4b / R4b / P4b* <sup>1</sup>	CP4, JS4, MC4, SP4, W4, K4

\*<sup>1</sup> Level IV IPLA students are expected to register for the classes with the letter b, i.e., G4b / S4b / R4b / P4b.

※ If you choose to replace one of your compulsory classes or take an additional (non-credit) class, please report this to Ms. Nakano at the time you register.



## 5. Japanese Level V

Students at this level need to register using a separate form, i.e., **Registration Form for Japanese Level V**. You need to choose at least four classes (4 credits) from the classes indicated on the form. Any classes other than the ones listed on the form will **not** be counted for Japanese class credits.

- ※ If you have passed N1 of the Japanese Language Proficiency Test, you are evaluated as **Level Tentative V** without taking the placement test. If you have not already done so, please submit a copy of your Certificate of Japanese Language Proficiency (N1) when you register.

<b>Course Title</b>	<b>Japanese Corporate Culture, Decision-Making</b>
<b>Instructor(s) /Position</b>	Lecturer Chiaki SUEMATSU
<b>Day and Period</b>	Monday 10:30-12:00 First class: April 11
<b>Credit(s)</b>	2
<b>E-mail</b>	chiakisuematsu@peace.ocn.ne.jp

### **Objectives and Outline**

This course introduces students to the typical decision-making in Japan, especially in Japanese companies. The classes will cover not only the ways of Japanese decision-making but also those of the Western world. In contrast with these mechanisms, things peculiar to Japan will be highlighted. Japanese companies are famous for the consensus decision-making. What are advantages and disadvantages of the consensus decision-making? What have Japanese companies changed to the management board in order to alleviate the disadvantages? Is there any good way to reach a consensus easier? While answering these questions, the course will emphasize the things Japanese people are most concerned about to illustrate the Japanese culture. Two main objectives of the course are to possess the knowledge of Japanese style discussions and to learn the basic skills of the facilitator who helps make the process of reaching a consensus decision easier.

### **Goal of Study**

The goal of the course is to make students understand the basic principles of consensus decision-making. Through the understandings the students are also expected to work as an effective facilitator who feels comfortable in leading discussions carried out by Japanese people and in conducting meetings in other nations, especially those in their home country.

### **Content and Course Schedule**

The course will consist of lectures, discussions, and presentations. The instructor will provide lectures on key issues about the process of decision-making. Then, he will lead discussions about important items. In order for students to join the discussions actively the reading papers will be given out together with some assignments. Students will need to read the papers and related materials, turn in the assignments prior to due dates, and join the discussions actively in the class. A couple of classes toward the end will be devoted to the student presentations. Students in small groups will work on case studies and make a presentation on one of them. The time of each presentation will be 20 min to 30 min long, adjusted depending on the number

of groups.

1. Present an overview of the course.
2. Process of decision-making 1
3. Process of decision-making 2
4. Corporate decision-making process in Japan 1
5. Corporate decision-making process in Japan 2
6. Japanese bosses 1
7. Japanese bosses 2
8. Changes to the management Japanese companies have made
9. Consensus decision-making 1
10. Consensus decision-making 2
11. Case Study
12. Student Presentations
13. Student Presentations
14. Student Presentations
15. Summary

#### **Evaluation Method**

- The presentation will account for 50% of the final grade, while the written 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 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**

Ruth Taplin (1995) *Decision-Making & Japan: A Study of Corporate Japanese Decision-Making and Its Relevance to Western Companies*, Routledge, 1-873410-34-4

Sam Kaner (2007) *Facilitator's Guide to Participatory Decision-Making*, Jossey-Bass Inc.,

978-0-7879-8266-9

**In addition**

- The students need to read the reading materials prior to the classes and prepare for the class discussions. There will be 5 to 6 written assignments that may require some research work on the course besides the textbook. The student presentations require group discussions outside the class hours.
- All the lectures, discussions, and presentations will be conducted in English.

<b>Course Title</b>	<b>Japanese Communication Behaviors: Business</b>
<b>Instructor(s) /Position</b>	Lecturer Kikue YAMAMOTO
<b>Day and Period</b>	Monday 13:00-14:30 First class: April 11
<b>Credit(s)</b>	2
<b>E-mail</b>	yamamotok@sea.sannet.ne.jp

### **Objectives and Outline**

The purpose of this course is to provide students with an overview of Japanese communication behaviors in business using a comparative approach with other cultures.

They will learn in a systematic manner about Japanese core values needed to understand Japanese communication behaviors.

At the beginning of each class, they will also learn about the other cultures of their peers, and their own culture, through discussions about their own intercultural issues in daily life in Japan. As extra-curricular activities, they will visit a Japanese company to deepen their understanding about Japanese culture.

**This class is limited to 20 students.**

### **Goal of Study**

They will gain knowledge about Japanese communication behaviors in business, and increase their appreciation for Japanese culture. They will also understand how Japanese communication behaviors in business are greatly influenced by Japanese values. Using their experiences through role-playing and/or hands-on practice in class, they will be able to apply some of their learning in real life in the future.

### **Content and Course Schedule**

In almost every class students will have a peer discussion in the first 10-15 minutes to share their intercultural experiences with their classmates (peer teaching.)

Fifteen classes as follows:

- 1-3: Orientation; Mapping Japanese Culture
- 5-6: Getting to Know Japanese (and each other)
- 7-8: Visiting a Japanese company
- 9-10: Building Trust (with Japanese and with each other)
- 11-12: Strategizing in working with Japanese (and with each other)
- 13-14: Group Presentation

15: Summary

**Evaluation Method**

Participation (30%), Reports (30%) , Presentation (20%), Tests (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%)

**In addition**

- Weekly reading and writing reports are mandatory.
- A textbook will be introduced in class.
- **Max.20 students.**

<b>Course Title</b>	<b>Practicum in Education for International Understanding</b>
<b>Instructor(s) /Position</b>	Assoc. Prof. Mino TAKAHASHI
<b>Day and Period</b>	Thursday 13:00-14:30 First class: April 14
<b>Credit(s)</b>	2
<b>E-mail</b>	mino.takahashi.c3@tohoku.ac.jp

<b>Objectives and Outline</b>
<p>The aim of this course is to discuss education as a means to establish a deeper understanding of how your own identity developed and your understanding regarding differences and similarities between students from different backgrounds, in order to respect each other and live together peacefully in Japanese society.</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. deeper understanding of various issues related to “international understanding”</li> <li>2. skills to express your views of education cooperatively in group presentation</li> <li>3. skills to provide meaningful feedback to other groups</li> <li>4. understanding of others and ways to cooperate with others</li> <li>5. ability to debate the deeper meaning of “international education”</li> </ol>
<b>Content and Course Schedule</b>
<p>This course gives you the knowledge about the history and development of “International Understanding” in Japan and in the world through learning the policies of the United Nations Educational, Scientific and Cultural Organization. Based on the theory, we will discuss how to practice “Education for International Understanding” at school and university.</p>
<p>1) Introduction</p> <p>Explaining about the syllabus and introducing fellow classmates to each other.</p>
<p>2) History of Education for International Understanding</p> <p>Understanding the development of education for international understanding in the world and</p>

<p>Japan. Discuss with the classmates to share their country's history as well.</p>
<p>3) Discuss: Is "Virtue" necessary to learn? Or is it learnt through living in society? One of the aims of international understanding is to cooperate with other people. In order to achieve this, moral education is important. Do you think this has to be taught at school or at home?</p>
<p>4) Discuss: What should be taught and included in history textbooks? There has been a debate whether history textbooks in Japan are appropriate or not. We are going to discuss what we should include in history textbooks from the aspect of university students by reflecting on when you were a student.</p>
<p>5) Discuss: Why education is important? Education provides us with knowledge, skills and perspective. Have you thought about why education is important and what you have actually learned?</p>
<p>6) Discuss: Is education effective for peace? Divided into 2 groups and debate whether peace education is important or not, and whether we can achieve peace through education.</p>
<p>7) Discuss: What and how should Education for International Understanding be taught? Reflect on your school life. What have you learned in education for international understanding? Was it effective?</p>
<p>8) Discuss "Human Rights Education" and "Environmental Education" Are human rights education and environmental education related to education for international understanding?</p>
<p>9) Discuss: "Peace Education" and "Gender Equality" Are peace education and gender equality related to education for international understanding?</p>
<p>10) Workshop from a Guest Speaker</p>
<p>11) Prepare for Presentation</p>
<p>12) Group Presentation</p>
<p>13) Group Presentation</p>
<p>14) Group Presentation</p>



15) Test (1 hour) and Feedback
<b>Evaluation Method</b>
<ol style="list-style-type: none"> <li>1. Class Attendance and Participation (20%)</li> <li>2. Worksheet + Review Sheet (30%)</li> <li>3. Presentation (30%)</li> <li>4. Test (20%)</li> </ol>
<b>Textbook and References</b>
<p>The reference will be “Education for International Understanding” (by Lucie-Mami Noor Nkake, International Bureau of Education.) You will have the copies when you register the course. Note that you will have homework each week (reading and worksheet).</p> <p>Recommended reading:</p> <p>Audrey Osler and Hugh Starkey. (2005). <i>Citizenship and Language Learning</i>. Trentham Books</p> <p>Audrey Osler. (2008). <i>Teachers, Human Rights and Diversity</i>. Trentham Books</p> <p>Cynthia E. Smith. (2007). <i>Design for the Other 90%</i>. Cooper-Hewitt, National Design Museum, Smiths (Japanese version: シンシア スミス、槌屋 詩野、北村 陽子 (2009) 『世界を変えるデザイン——ものづくりには夢がある』 英治出版)</p>
<b>In addition</b>
<p><u>Please note if you miss more than 3 classes, you will not be able to pass the course.</u></p>

<b>Course Title</b>	<b>Understanding Japan through Miyagi's Traditional Culture</b>
<b>Instructor(s) /Position</b>	Kaori Shimasaki/ Assistant Senior Professor
<b>Day and Period</b>	Tuesday 8:50-10:20
<b>Classroom</b>	A101/ Kawauchi sub Arena
<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. The course focuses on the traditional culture of Miyagi prefecture, on the basis that understanding the local area is an important part of being global.

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 Miyagi's traditional culture

To enjoy Miyagi's traditional culture

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

### Content and Course Schedule

This course consists of three parts: (1) experience and demonstrations of traditional Japanese culture, (2) group work and (3) reflection. This course provides students with opportunities to experience Japanese culture mainly outside the classroom. Please check the following course schedule VERY CAREFULLY. The schedule is very IRREGULAR. This course also provides opportunities to work on a project in a team. At the end of each session, students need to write a reflection paper.

※ The first lecture (14th April) is COMPULSORY. This course CANNOT accept students who join 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/ Tuesday 12th April @ classroom

Present an overview of the course. Introduce *Suzume odori* and *Sendai Tanabata*. Get to know each other. Share experiences of Japanese traditional culture. Divide students into groups.

2) <i>Suzume Odori</i> ① / Tuesday 19th April @ Kawauchi arena *HW submission: What is <i>Suzume odori</i> ?
3) <i>Ohayashi</i> ①/ Sunday 24th April (10:00-12:00) @ Aobayama Gym * <b>Make your decision, <i>Suzume odori</i> or <i>Ohayashi</i></b>
4) <i>Suzume Odori</i> ② / Tuesday 26th April @ Kawauchi arena
5) <i>Ohayashi</i> (For those who want to play the musical instruments in Aoba Matsuri) ②/ Friday(Public holiday) 29th April (10:00-12:00) @ Aobayama Gym
6) <i>Suzume Odori &amp; Ohayashi</i> / Tuesday 10th May @ Kawauchi arena * Final session before Aoba matsuri. DO NOT MISS THIS SESSION!
7) <i>Aoba Matsuri</i> / Saturday 14th May (Whole day) @ Town
8) Reflection on <i>Aoba Matsuri</i> / 17th May @ classroom
9) <i>Sendai Tanabata</i> / 24th May @ classroom *HW submission: What is <i>Sendai Tanabata</i> ?
10) <i>Sendai Tanabata</i> / 31st May @ classroom *Submit design of <i>Tanabata</i> and schedule.
11) Creation of <i>Sendai Tanabata</i> / 14th June @ classroom
12) Creation of <i>Sendai Tanabata</i> / 21st June @ classroom
13) Presentation & Warp-up/ 28th June @classroom
7th June, 5th July, 12th July, 19th July and 26th July → No class
<b>Evaluation Method</b>
Students will be assessed and graded based on active participation (30%), <b>field notes and group work products</b> (40%) 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%)
<b>Textbook and References</b>
Handouts will be provided in each lecture.

<b>Course Title</b>	<b>Intercultural Communication through Collaborative Project II</b>
<b>Instructor(s) /Position</b>	Prof. Kazuko SUEMATSU
<b>Day and Period</b>	Monday 14:40-16:10
<b>Credit(s)</b>	2
<b>E-mail</b>	suematsu@insc.tohoku.ac.jp

### **Objectives and Outline**

Students will engage themselves in developing collaborative projects with teammates from diverse cultural backgrounds in classrooms where different ways of thinking, values, and working-styles are respected. The intensive interactions across cultures enable the students to gain deeper insights into their differences and similarities, reflect on their own cultures and identities, and reconstruct the new values. Leadership and teamwork are also important component of this class.

### **Goal of Study**

This co-learning class incorporates both problem-based and project-based learning. By planning and carrying out a project with people from diverse backgrounds, students are expected to learn different working styles, strategies, and ethics which are usually influenced by cultural as well as individual values.

### **Content and Course Schedule**

1) Introduction

Guidance about the course: expectations and goals.

2) What is project and project planning

3) Project planning

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 meeting

11) Project meeting
12) Project preparation
13) Project
14) Project
15) Final Presentation
<b>Evaluation Method</b>
Report (30%), Presentations (20%) Commitment to projects (30%) Quality of completed projects 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>
<a href="http://www.ihe.tohoku.ac.jp/intercul/">http://www.ihe.tohoku.ac.jp/intercul/</a>
<b>In addition</b>
In order to plan and carry out a project, students are expected to meet and discuss the project outside the class.

<b>Course Title</b>	<b>History of Art in Ancient Eurasia</b>
<b>Instructor(s) /Position</b>	Prof. Mitsuru HAGA
<b>Day and Period</b>	Wednesday 16:20-17:50 First class: April 13
<b>Credit(s)</b>	2
<b>E-mail</b>	mitsuru.haga.d5@tohoku.ac.jp

### **Objectives and Outline**

Art is 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. Thus, the importance of understanding Art history, in this case, History of Art in Ancient Eurasian, can never be exaggerated.

First, students will engage with Ancient Greek Art from its beginning to the Hellenistic Age. Then students will be introduced to Buddhist Art of pre-iconic phases in India and Central Asia. After examining Alexander the Great's campaign in the East, students will learn its consequences reflected in Art in Hellenistic Kingdoms and in Central Asia. In this framework, Buddhist Art of the iconic phase will be treated. The teacher will explain results of his excavation of a Greco-Kushan city, Kampyr-tepa , along the "Silk Roads" by the Amu Darya (Oxus River) running between Uzbekistan and Afghanistan. Finally students will learn how Buddhism and Buddhist Art diffused into China.

### **Goal of Study**

Students will obtain basic knowledge of Classical Greek Art and Buddhist Art, and also come to understand the diffusion of Classical Greek and Roman Art in Eurasia. And hopefully students will gain another new point of view, which is not Euro-centric nor Sino-centric, but Eurasia-centric.

### **Content and Course Schedule**

1. Introduction
2. Ancient Egyptian Art as an influence source on Greek Art
3. Ancient Greek Art : Before the Archaic Age
4. Ancient Greek Art : The Archaic Age
5. Ancient Greek Art : The Classic Age
6. Ancient Greek Art : The Hellenistic Age (1)
7. Ancient Greek Art : The Hellenistic Age (2)

8. Life of Gautama Buddha seen through Art
9. Buddhist Art in the pre-iconic phase: From the 5th Century B.C.
10. Buddhist Art in the iconic phase: Up to the 2nd Century A.D.
11. Art in Parthian and Greco-Bactrian Kingdom
12. Results of excavation in Kampyr-tepa in Uzbekistan
13. Questions of King Milinda - dialogue between Indo-Greek King Meander and Buddhist Priest Nagasena
14. Diffusion of Buddhism and Buddhist Art into East (1)
15. Diffusion of Buddhism and Buddhist Art into East (2)

**Evaluation Method**

Evaluation will be based on attendance and performance in the classroom (30%) and final report (70%).

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**

The Crossroads of Asia: Transformation in Image and Symbol in the Art of Ancient Afghanistan and Pakistan, E. Errington and J. Cribb (eds.), Cambridge UP, 1992  
 The Diffusion of Classical Art in Antiquity, J. Boardman, London, 1994

**In addition**

The session time is limited and therefore self-directed learning is important. Students are required to prepare and review for each class.

<b>Course Title</b>	<b>Aikido for Beginners</b>
<b>Instructor(s) /Position</b>	Koichi Inuma, Emeritus professor of Tohoku Institute of Technology Assoc. Prof. Toshihiko FUJIMOTO
<b>Day and Period</b>	Thursday 13:00-14:30 First class: April 14
<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.
<b>Goal of Study</b>
Goal of this class: To feel the spirit of the martial arts and to experience basic Aikido techniques.
<b>Content and Course Schedule</b>
<p>1. Guidance Lecture : What is Aikido?</p> <p>2. Warm-up exercise. Practice : Basic skill of Aikido. Defense technique (Ushiro-ukemi). Throw technique (Sumi-otoshi [Ai-gamae, Katate-dori,]). [Lecture and Practice]</p> <p>3. The preceding review. Throw technique (Shiho-nage [Gyaku-gamae, Katate-dori, Omote] ).</p> <p>4. Control technique (Ikkyo [Ai-gamae, Katate-dori, Omote]).</p> <p>5. Throw technique (Shiho-nage [Gyaku-gamae, Katate-dori, Ura]).</p> <p>6. Control technique (Ikkyo [Ai-gamae, Shomen-uchi, Omote, Ura]).</p> <p>7. Throw technique (Irimi-nage [Ai-gamae, Katate-dori, ①]).</p> <p>8. Throw technique (Irimi-nage [Ai-gamae, Katate-dori, ②]).</p> <p>9. Throw technique (Shiho-nage [Gyaku-gamae, Yokomen-uchi, Omote]).</p> <p>10. Throw technique (Irimi-nage [Ai-gamae, Shomen-uchi, ①])</p> <p>11. Throw technique (Irimi-nage [Ai-gamae, Shomen-uchi, ②]).</p> <p>12. Control technique (Gokyo [Gyaku-gamae, Yokomen-uchi]).</p> <p>13. Throw and control technique (Kote-gaeshi, [Ai-gamae, Shomen-uchi]).</p>



14. A special lecture of Aikido by Doshu Moriteru Ueshiba (planned).
15. Summary and Assessment.

**Evaluation Method**

Evaluation: Attendance 50%, Attitude during class 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%)

**Textbook and References**

Practice and review the Aikido by oneself.

**In addition**

Others: No equipment necessary. Martial arts uniforms (dogi) will be provided.

<b>Course Title</b>	<b>Asia and the World: Towards Strategic Partners</b>
<b>Instructor(s) /Position</b>	Assoc. Prof. Kazuhisa SHIMADA
<b>Day and Period</b>	Tuesday 13:00-14:30 First class: April 12
<b>Credit(s)</b>	2
<b>E-mail</b>	kazuhisa.shimada.a8@tohoku.ac.jp

### **Objectives and Outline**

This course elucidates international relations of Asia and the world with a historical and cultural context. In particular, it focuses on Southeast Asia where there are a lot of potential for the future of the world. As the leaders in Southeast Asia quote "unity in diversity", there are a lot of difference such as religion, culture, language and politics. This course gives you the tips when different values exist between countries. The course will be run by the discussion style. The course is taught in English.

### **Goal of Study**

To understand the contemporary history of Asia, and to learn how to overcome the difference between countries by analyzing the diplomacy between Southeast Asia and the western countries.

### **Content and Course Schedule**

1. Guidance & Introduction
2. Asia in the colonial period
3. The end of World War II and decolonisation
4. Asia during the Cold War – Between dependence and sovereignty
5. Asia during the Cold War – The formation of regional cooperation, ASEAN
6. Group discussion (I)
7. Japan's development model, dependence and sovereignty
8. National development in Southeast Asia
9. "East Asian Miracle" and international responsibilities
10. Group discussion (II)
11. The antagonism between Southeast Asia and the West in the post Cold War era
12. Asian monetary crisis, China's economic growth and Asia as a strategic partner
13. West Pacific in 2010s: The area of hybrid ideologies?
14. Group discussion (III)

15. Round-up
<b>Evaluation Method</b>
Class engagement 30%, Presentation 30%, 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>In addition</b>
The students need to pay attention to the current issues of Asia on the newspapers and other various information sources, and need to have their own view on the issues.

<b>Course Title</b>	<b>Global Governance and Japan's International Cooperation</b>
<b>Instructor(s) /Position</b>	Oscar A. Gómez, Research Fellow, JICA Research Institute
<b>Day and Period</b>	Friday (Every other week), 14:40-16:10, 16:20-17:50
<b>Credit(s)</b>	2
<b>E-mail</b>	Gomez.Oscar@jica.go.jp

<b>Objectives and Outline</b>
As the world grows densely interlinked, the challenge of dealing with multiple problems affecting people despite national boundaries has become prominent. In absence of a world government, humanity's response to these problems has been referred to as global governance. This course provides a panoramic view of the elements that come into play while governance is pursued at the global level.
<b>Goal of Study</b>
By the end of the course, students are expected to possess a basic understanding of the ongoing debates about global governance. Students will be able to describe pressing challenges, identify major stakeholders involved in providing solutions, describe the dynamics of the existing governance structure and offer informed comments about it. Additionally, the course is designed to motivate critical thinking and to improve research and presentation skills.
<b>Content and Course Schedule</b>
The class is divided in four modules, three on global governance and one specific to Japan's international cooperation. Classes will consist of general presentations by the instructor, followed by short students' presentations and general discussions. Students are expected to read in advance basic materials in order to actively participate in class.
1) April 15 – Introduction Overview of the course, reading assignments and fine-tuning
2) May 13 – Challenges of global governance (I) Issues related to our global commons: Environmental problems
3) May 13 – Challenges of global governance (II) Issues related to our common humanity: Diseases, conflict and disasters.
4) May 27 – Challenges of global governance (III) Issues related to our exchanges: Trade and innovation

5) May 27 – Main actors (I) The UN system
6) June 10 – Main actors (II) Other International Organizations and Regional actors
7) June 10 – Main actors (III) Non-state actors (Midterm review report due for this class)
8) June 24 – Tools (I) Framing and agenda setting
9) June 24 – Tools (II) Human rights and international law
10) July 8 – Tools (III) Conflict resolution, agreement and enforcement
11) July 8 – Japan’s International Cooperation (I) The ethics, politics and practice of international cooperation
12) July 29 – Japan’s International Cooperation (II) A brief history of Japan’s international cooperation
13) July 29 – Japan’s International Cooperation (III) Major trends: TICAD, the environment and the quest to go beyond development (Final research project due for this class)
14) August 3 – Final presentations Research projects
15) August 3 – The future of global governance Upcoming trends and feedback on the course
<b>Evaluation Method</b>
Grading for the course will be determined as follows:
1. Attendance and participation 20%
2. Article presentation 20%
3. Midterm review report 20%
4. Final research project 20%
5. Final presentation 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**

The main textbook will be:

- ▶ Thomas G. Weiss and Rorden Wilkinson, eds., *International Organization and Global Governance*. Abingdon: Routledge, 2014.

Other useful overviews are:

- ▶ Joseph E. Stiglitz and Mary Kaldor, *The Quest for Security: Protection without Protectionism and the Challenge of Global Governance*. New York: Columbia University Press, 2013.
- ▶ Paul F. Diehl and Brian Frederking, *The Politics of Global Governance: International Organizations in an Interdependent World*. Boulder: Lynne Rienner Pub., 5th ed., 2015.
- ▶ Margaret P. Karns, Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance*. Boulder: Lynne Rienner Pub., 3rd ed., 2015.

Short readings and other materials will be assigned for each class.

About preparing your research, the following is a good guide:

- ▶ Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, *The Craft of Research*. Chicago: The University of Chicago Press, 3rd ed., 2008.

### **In addition**

- ▶ Please read the assigned materials in advance to each class.
- ▶ Plagiarism is not tolerated. Be sure to adequately cite others' work.

<b>Course Title</b>	<b>International Project Building: Short Film Creation</b>
<b>Instructor(s) /Position</b>	Ryan Spring, PhD – Lecturer at Institute for Excellence in Higher Education
<b>Day and Period</b>	Thursday 16:20-17:50 First class: April 14
<b>Credit(s)</b>	2
<b>E-mail</b>	spring.ryan.edward.c4@tohoku.ac.jp

<b>Objectives and Outline</b>			
<p>This purpose of this course is to teach students to on an international team to complete a project by putting students into multi-national groups and having them accomplish a complex goal: the creation of a short film. The course also aims to provide students with a multifaceted educational experience, with all students being provided instruction and practice in the methods of understanding and creating films, and students also choosing one of a number of skills (such as script writing, acting, cinematography, editing, and sound engineering) to learn specifically in greater detail.</p>			
<b>Goal of Study</b>			
<p>Students will learn to collaborate with an international team and overcome any cultural or communication-related obstacles that may arise. Students will also gain knowledge about film-making, both for the understanding of films as an art-form and for the creation of films themselves. Students will also learn to hone one of several specific skills related to film creation to contribute to their group.</p>			
<b>Content and Course Schedule</b>			
Week	Presentation	Lesson	Contents
1	N/A	Introduction	Course explanation, group creation. How to deal with cultural/communication problems.
2	Story ideas	Script Writing	Learn the basics of script writing and how it is different other forms of writing.
3	Script Draft	Script Writing 2	Comments and revisions to first script drafts. Explanation of character creation, plot construction.
4	Script Draft	Story Boarding	Comments and revisions to script drafts. Learn mise-en-scene and story boarding.
5	Final Script	Shooting a movie 1	Approval of final scripts. Learning about camera angles and visuals. Practice

6	Story Board	Shooting a movie 2	Comments and revisions to story boards. Learn about lighting and cinematography. Practice
7	Story Board 2	Shooting a movie 3	Comments and revisions to story boards. Learn about movement and acting in film. Practice
8	Story Board 3	Editing 1	Approval of final story boards. Learn basics of editing film: how is it done and why. Practice
9	Filming Progress	Editing 2	Comments on filming progress. Learn how to compensate for various problems, such as in color and lighting.
10	Filming Progress	Editing 3	Comments of filming progress. Learn how and why to use visual effects. Practice
11	Editing Progress	Sound in movies	Comments on filming progress. Learn about three ways sound is important in film.
12	Sound Work Progress	Titles, Credits and Finalization	Comments on editing progress. Learn about crediting and finalizing projects (rendering, compiling, etc.)
13	Final Progress 1	Catch up and special topics	Comments on final progress. This time will be used to cover extra topics to fit groups' special needs based on their projects.
14	Final Progress 2	Movies & Culture	Comments on final progress. Expression of culture through movies.
15	Film introduction	Showing films	Each group will present their film and then show it to their classmates. They may bring friends to watch their films as well.

### **Evaluation Method**

Your final grade will be determined based on the following criteria:

Participation in class and group meetings (including attendance) – 30%

Quality of your work on your task – 30%

Quality of your final product – 20%

Homework – 10%

Presentation(s) – 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**

The instructor will provide reading materials for homework assignments. For more reading, you can reference the following book (although it is not necessary to purchase it for class)

Gianetti, L. (2002) *Understanding Movies*. Prentice Hall, New Jersey.

**In addition**

The large majority of materials will be provided for students including: lesson materials, video cameras, tripods, lighting equipment, editing software (optional) and royalty-free music and sound effects. Students must provide miscellaneous items (props, special clothes, etc.) themselves, as necessary.

<b>Course Title</b>	<b>Karate and Japanese Culture</b>
<b>Instructor(s) /Position</b>	Barry Kavanagh, PhD – Lecturer at Institute for Excellence in Higher Education
<b>Day and Period</b>	Friday 16:20-17:50 First class: April 15
<b>Credit(s)</b>	2
<b>E-mail</b>	kavanagh.barry.e7@tohoku.ac.jp

<b>Objectives and Outline</b>
<p>This class will be a combined class with international study abroad students and Japanese participants. The focus of the class will be on intercultural communication and group collaboration through the martial art Karate. The class aims to help students learn about the differences and similarities of their cultures. This will be done through looking at how Karate is viewed internationally and the concepts and philosophy behind it. Students will have the opportunity to experience practical karate in a multinational setting and work together to help each other complete practical tasks such as the basic techniques and forms of Karate. In addition students will combine together in pairs to make a presentation on some of the themes discussed in class.</p>
<b>Goal of Study</b>
<p>Students will learn to collaborate with an international team and overcome any cultural or communication-related obstacles that may arise. Students will also gain knowledge about Japanese culture, traditional martial arts, and practical applications of Karate.</p> <p>No experience in martial arts is necessary but this class is directed at students who have a keen interest in Japanese culture and the experience of studying in a multinational class for the achievement of common goals.</p>
<b>Content and Course Schedule</b>
<p>The content of the course is a mixture of doing and talking about Karate in an international setting. Assessment is based on practical group tasks / project and written work.</p>
1). Introduction to the course
2). Karate around the world (Types, history, and philosophy).
3). Karate Kion (basics) Group tasks and discussion
4). Karate: Basic kata (forms) Group tasks and discussion
5). Karate: Kumite (sparring) Group tasks and discussion

6). Karate: Rules of competition Group tasks and discussion
7). Group tasks and discussion
8). Group tasks and discussion
9). Group tasks and discussion
10). Group tasks and discussion
11). Group tasks and discussion
12). Group tasks and discussion
13). Group tasks and discussion
14). Group tasks / project
15). Group tasks / project
<b>Evaluation Method</b>
Discussion and written work 30% Group tasks 30% Pair presentation 30% In-class participation 10%
<b>Grades for the course will be assigned as follows:</b>
AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Pass (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
Materials will be provided
<b>In addition</b>
No experience in martial arts or karate is required. The emphasis of the course is on intercultural communication and group collaboration through a practical project / tasks and presentation.

<b>Course Title</b>	<b>Global Business Leadership Career Development for Business Leaders through Japanese Companies with Global Business Operations</b>
<b>Instructor(s) /Position</b>	Lecturer Kamihito TAKEUCHI
<b>Day and Period</b>	Wednesday 14:40-16:10, 16:20-17:50 Every other week First class: April 13
<b>Credit(s)</b>	2
<b>E-mail</b>	k.takeuchi@mcken.co.jp

<b>Objectives and Outline</b>
<p>Students in this course will learn to acquire the adaptability to the Japanese corporate community by understanding common social practice in Japan. The study style of this course not be the general academic lecture based style, but it will be the style of active learning and project-based learning focused on Japanese social customs, manners, and etiquettes required for prospective business leaders or global facilitators in the corporate society, both domestic and foreign.</p> <p>The course will be guided and instructed by the CEO of a headhunting agent company, who is a professional consultant with the experience of over 30 years in the fields of human resource (HR) management and Corporate Planning &amp; Management at global companies in and outside Japan.</p>
<b>Goal of Study</b>
<p>The goal in this course is to acquire the skill of “Career Development to be Reliable Global Leaders” who value mutual understanding, and warm hearted but solid trust with their associates”. The course will be proceeded by 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>Content and Course Schedule</b>
<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>

Program 3 – 4 ( 6- 9 lessons )

- 1) Practice with “ Business I” for building your career objective with the analyses of core competence, knowledges and skills
- 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

Program 7 – 8 (10 – 13 lessons)

- 1) Further Practice with “Business I” for life-long career plan
- 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

Program 9 (14-15 lessons)

- 1) Further Practice and Presentation of “Business I” for evaluation

**Evaluation Method**

1. Class contribution by discussion and idea proposals: 20%
2. Class performance with mode training: 10%
3. Quality of home works 20%
4. Presentation quality of “Business I” : 30%
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

**In addition**

1. To understand the process of job application in Japan, with the practice of job application documentation, and role-practices of job interview and group-work.
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.)

Science, Technology and Industry of Japan  
(Contemporary Engineering Industries in Japan)  
Emeritus Prof. Yoshihito Shigeno

Y. Shigeno

Office: Graduate School of International Cultural Studies, East Building #317

E-mail: yoshihito.shigeno@gmail.com Tel and Fax: 022-795-3715

Day and Time: Friday 13:00-14:30

This course aims at providing knowledge on the distinctive features of traditional and contemporary Japanese industries. By comparing these industries, you could reconsider and more deeply understand the Japanese society from the view of science.

**Course Outline**

**1. April 8 Guidance**

**2. April 15 Electric vehicle and Fuel cell vehicle I**

The development of the electric vehicle and the fuel cell vehicle will be discussed in connection with the environmental issues. Other new technologies like a hybrid vehicle and a ultra-capacitors are to be discussed.

**3. April 22 Electric vehicle and Fuel cell vehicle II**

**4. May 6 Electric vehicle and Fuel cell vehicle III**

**5. May 13 Advanced steel I**

The super steel having the possibility of the revolutionary impact to the infrastructures will be discussed

**6. May 20 Advanced steel II**

**7. May 27 Super conductivity-magnet levitation train I**

The unique technology of the high speed train levitated by the superconductivity magnet being developed in Japan will be discussed. The effect to the future traffic system will be also discussed.

**8. June 3 Super conductivity-magnet levitation train II**

**9. June 10 Katana (Japanese Sword) I**

Traditional Japanese technology of producing Katana will be introduced and its metallurgical aspects are to be discussed.

**10. June 17 Robot (Humanoid) I**

Human like robots (humanoid) are being studied widely in Japan. The principle of walking and running with two legs and the affect of the humanoid to the society will be discussed.

**11. June 24 Robot (Humanoid) II**

**12. July 1 Robot (Humanoid) III**

**13. July 8 Semiconductor I**

The process of the innovative invention of the “blue laser diode” will be discussed. The new –type LED (light emitted diode) created by using the nanotechnology that is developed in this university is introduced as well.

**14. July 15 Semiconductor II**

**15. July 22 Technology and Society**

The effect of the advanced technology to our society will be discussed.

**Remarks**

Some lecture materials are to be provided in advance of the class. VTR will be often used for better understanding of the lectures. Evaluation will be based on class participation, homework assignment and the final examination.

**Reference:** Engineering materials 2, M.F. Ashby and D.R.H. Jones, Pergamon Press, ISBN 0080325327

The blue laser diode, S. Nakamura, S. Pearton and G. Fasol. ,Springer, ISBN3540665056

# Geological Environment and Earthquake Disaster

Professor Masato Motosaka, Assoc. Prof. Susumu Ohno

Contact address [motosaka@archi.tohoku.ac.jp](mailto:motosaka@archi.tohoku.ac.jp)

TIME: 8:50-10:20 on Thursday in April, May, June, and July

It is clear through past disastrous earthquakes that the earthquake damage is quite different depending on the geological conditions. The earthquake observation explains this truth. Therefore, it is important to take into account the difference of ground motion due to soil conditions in a seismic design of urban structures and in urban disaster prevention planning. This course comprises the lectures, students' presentations and discussions on engineering topics for earthquake disaster prevention considering geological environment. In each lecture, the relevant material will be handed out. In this course, two reports are requested and students make presentation based on the materials of the task during classes. The evaluation will be based on the reports and presentations for the requested subjects.

## SCHEDULE:

01. April 07(Thu) Introduction to Earthquake and Building Structures
02. April 14(Thu) Recent Earthquake Damage and Lessons(I)
03. April 21(Thu) Recent Earthquake Damage and Lessons(II)  

1st Report (Deadline: April 28)
---------------------------------
04. April 28(Thu) Students' presentation on the 1<sup>st</sup> Report and Discussion
05. May 12(Thu) Measurement of Ground Motion and Structural Vibration
06. May 19(Thu) Overview of Geological Structure and Ground Motion Characteristics
07. May 26(Thu) Introduction to Wave Propagation Theory and Structural Vibration
08. June 02(Thu) Structural Health Monitoring
09. June 09(Thu) Earthquake Damage Prediction –Natural and Social Information–
10. June 16(Thu) Seismic Protection Technology –Earthquake Early Warning System–  

2nd Report (Dead line: June 23)
---------------------------------
11. June 23(Thu) Recent Topics on Earthquake Disaster Prevention Projects
12. June 30(Thu) Students' presentation on the 2<sup>nd</sup> Report and Discussion



<b>Course Title</b>	<b>Logic via puzzle</b>
<b>Instructor(s) /Position</b>	Associate Professor Yuko MURAKAMI
<b>Day and Period</b>	Wednesday 13:00-14:30
<b>Credit(s)</b>	2
<b>E-mail</b>	ymurakam@m.tohoku.ac.jp

<b>Objectives and Outline</b>
This course is an introductory logic (propositional logic and first-order logic) using puzzles. Students are expected to work in group on logical puzzles to understand tricks of logic. No prerequisite, but experiences in informal logic will be helpful. The language in class is English mainly for international students, but Japanese students are encouraged to register to improve English communication skills.
<b>Goal of Study</b>
To understand propositional logic and some first-order logic.
<b>Content and Course Schedule</b>
Problems in the textbook will be assigned for homework to prepare for in-class discussion.
1. April 13, Yuko Murakami. Introduction. Puzzles (1)
2. April 20, Puzzles (2)
3. April 27, Puzzles (3)
4. May 11, Introduction to symbolic logic (1)
5. May 18, Introduction to symbolic logic (2)
6. May 25, Introduction to symbolic logic (3)
7. June 1, Introduction to symbolic logic (4)
8. June 8, puzzles again (1)
9. June 15, puzzles again (2)
10. June 22, Puzzles again (3)
11. June 29, puzzles again (4)
12. July 6, logical reasoning (1)
13. July 13, logical reasoning (2)
14. July 20, logical reasoning (3)

15. July 27, wrap-up

**Evaluation Method**

100% class participation (including in-class quizzes)

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**

Raymond Smullyan (2008) Logical Labyrinths. CRC Press.

<b>Course Title</b>	<b>Understanding Japanese History</b>
<b>Instructor(s) /Position</b>	Rumi MATSUZAKI, Assistant Professor, Inter-Graduate School Doctoral Degree Program on Science for Global Safety, Graduate School of Arts and Letters
<b>Day and Period</b>	Tuesday 14:40-16:10
<b>Credit(s)</b>	2
<b>E-mail</b>	matsuzaki@m.tohoku.ac.jp

<b>Objectives and Outline</b>
History helps us understand a country and solve today's social issues. The knowledge of history is important in global communication. The purpose of the course is for students to learn basic knowledge of Japanese history and the history of women, gender, family, minorities, and disasters. Students will examine the backgrounds and characteristics of each period and society in Japan and understand the similarities and differences between Japanese and other countries' histories through classroom discussion.
<b>Goal of Study</b>
Students will: 1) become familiar with the general history of Japan and the history of women, gender, family, minorities, and disasters 2) examine the characteristics of each period and society in Japan 3) understand the similarities and differences between Japanese and other countries' histories.
<b>Content and Course Schedule</b>
The course introduces: (1) the general history of Japan from primitive times to the postwar period; and (2) the history of women, gender, family, minorities, and disasters in each period. The instructor will use visual materials and distribute handouts in class. Students will write response papers and we will share individual impressions and ideas through classroom discussion.
1) April 12 Course orientation: Overview of the course. What is history? Why do we study history?
2) April 19 The general history of Japan: Primitive times and Ancient times 1
3) April 26 The general history of Japan: Primitive times and Ancient times 2
4) May 10 The general history of Japan: Primitive times and Ancient times 3

5) May 17 The general history of Japan: Medieval times 1
6) May 24 The general history of Japan: Medieval times 2
7) May 31 The general history of Japan: Medieval times 3
8) June 7 The general history of Japan: Early modern times 1
9) June 14 The general history of Japan: Early modern times 2
10) June 21 The general history of Japan: Early modern times 3
11) June 28 The general history of Japan: Modern times 1
12) July 5 The general history of Japan: Modern times 2
13) July 12 The general history of Japan: Modern times 3
14) July 19 The general history of Japan: The postwar period
15) July 26 Final exam
<b>Evaluation Method</b>
Students will be evaluated based on class attendance and in-class participation (20%), and the final exam (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>Textbook and References</b>
No textbook required. Reference books will be introduced in class. Handouts will be distributed in class.

<b>Course Title</b>	<b>Features of Contemporary Japanese Culture</b>
<b>Instructor(s) /Position</b>	William S. ARMOUR, Part-time Lecturer
<b>Day and Period</b>	Thursday 14:40-16:10, 16:20-17:50 June 2 <sup>nd</sup> to July 21 <sup>st</sup> , 2016
<b>Credit(s)</b>	2
<b>E-mail</b>	w.armour@unsw.edu.au

### **Objectives and Outline**

The purpose of this course is for students to develop your own ideas about contemporary Japanese culture through critical reading, reflecting on your own experiences in- and outside Japan and in-class discussions. Since you have been living and studying in Japan, the content of this course becomes student generated. While a number of features of contemporary Japanese culture may be introduced, the course focuses on what features have impacted on you, and how you have come to explain and critique them. What does 'contemporary Japanese culture' mean to you? How has your answer to this question been influenced? The course raises the tensions between domestic and international consumption of contemporary Japanese culture and asks the question, 'What is Japan for?'

### **Goal of Study**

While each student brings his or her own ideas regarding contemporary Japan culture to this course, one goal is to unpack these ideas to understand how they were formed. The emphasis in this course is to learn how to be critical in presentation, writing and discussion. Our assumptions and beliefs about how we have constructed 'contemporary Japanese culture' are open for informed debate and scrutiny. Another goal of the course is to provide a space for informed exchange of ideas. The emphasis is on how individuals and groups can effectively share their views while respecting the views of others.

### **Content and Course Schedule**

The content of the course comes from you. After self-introductions in Class 1 (June 2<sup>nd</sup>), in Class 2 (June 2<sup>nd</sup>), you generate a list of possible features that you wish to explore during the course. Depending on the number of students in the course, each class is lead by one member of the class (or small group) who raises a feature and then proceeds to explore it in some detail. This is called the 'Student lead class'. This exploration is left up to the class leader. Some suggestions for leading the class are: a) a

short presentation or lecture, b) sharing a reading (academic, blog, or photo album), c) sharing a YouTube video clip, d) visiting some place on campus, e) listening to, or eating or smelling something. Whatever the stimulus, it represents the feature of contemporary Japanese culture for that class and drives the focus of the discussion. You are encouraged to bring your own devices such as laptops and tablets to class so relevant online materials can be found and incorporated into each class.

In Classes 12 (July 7<sup>th</sup>) and 13 (July 14<sup>th</sup>), you will give your compulsory presentation to the class. Class 14 (July 14<sup>th</sup>) will be the time for submission of supplementary assessment tasks. The final meeting will be for reflection. The instructor will also present in Classes 8 (June 23<sup>rd</sup>) and 15 (July 21<sup>st</sup>), so there are eight classes of 90 minutes each that require student leadership.

*Chart 1 Course Schedule (tentative and subject to change)*

Date	Class	Activities	Class	Activities
June 2 <sup>nd</sup>	1	Self-Introduction and Needs Analysis	2	Structuring the course: potential features to consider; ‘student lead class’; assessment tasks; other business
June 9 <sup>th</sup>	3	Student lead class ① + Reading/Writing Activity	4	Student lead class ② + Reading/Writing Activity
June 16 <sup>th</sup>	5	Student lead class ③ + Reading/Writing Activity	6	Student lead class ④ + Reading/Writing Activity
June 23 <sup>rd</sup>	7	Student lead class ⑤ + Reading/Writing Activity	8	Review ①; Instructor Presentation ①
June 30 <sup>th</sup>	9	Student lead class ⑥ + Reading/Writing Activity	10	Student lead class ⑦ + Reading/Writing Activity
July 7 <sup>th</sup>	11	Student lead class ⑧ + Reading/Writing Activity	12	Student Presentations ① + Reading/Writing Activity
July 14 <sup>th</sup>	13	Student Presentations ② + Reading/Writing Activity	14	Supplementary Assessment Tasks + Reading/Writing Activity
July 21 <sup>st</sup>	15	Review ②; Instructor Presentation ②		

**Evaluation Method**

There is one COMPULSORY assessment task – Student Presentation (70%). Depending on the size of the class, students form small groups to work together on a presentation that will be delivered in either Class 12 (July 7<sup>th</sup>) or 13 (July 14<sup>th</sup>). The content of the presentation **must** deal with a feature of contemporary Japanese culture. The presentation **must** posit an Essential Question and then each member of the group

together creates an answer to it in a clear and concise manner. Each member of the group must present. There must be an *Introduction*, *Main Argument* (an answer to your question), and *Conclusion* to your presentation. Time will be set aside for Q&A. Length of the presentation (time) will be determined by how many students there are in the class. Each group must also submit a printed copy of the presentation to the instructor. Assessed by students and instructor.

There are two other assessment tasks – non-compulsory. This means you can do them or not, the choice is yours. You may be able to pass the course by only doing the compulsory assessment task described above, it depends on how good your presentation is, but if you want a better grade you will do these other tasks as well.

1. **Reading and Writing Activities** during course (10%) – in each class there will be a brief reading and writing activity that can be submitted for grading by the instructor. Submit a maximum of five activity sheets (2% each) or just one (10%), your choice. Instructor assessed.
  
2. Choose one from a) **500-750 word written essay** or b) **5 minute video essay** (20%). Self and instructor assessed.
  - a. Essay – using the essential question asked in your presentation, write an essay of between 500-750 words in English offering an answer.
  - b. Video essay – using the essential question asked in your presentation, create a 5 minute video in spoken English offering an answer.

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**

Textbook

no textbook

Tohoku-daigaku Library resources

References

Internet

japantoday.com

<http://www.nippon.com/en/views/b001/>

<http://www.sentabi.jp/en/>

<http://www.city.sendai.jp/kikaku/kokusai/english/>

<http://www.jnto.go.jp/eng/location/regional/miyagi/sendai.html>

<https://www.ana-cooljapan.com>

<http://youtu.be/XWIsDdDPJEs>

<http://youtu.be/RwCqeTjGNDI>

<http://thechronicle.jp> (in Japanese)

In other languages???

Article

McGray, Douglas (2002). Japan's Gross National Cool. *Foreign Policy*, May/June, 44-54.

Other articles may be suggested during the course.

**In addition**

There is also an opportunity for us to visit the *Ishinomori Mangattan Museum* located 1km walk from Ishinomaki Station (<http://www.man-bow.com/manga/>). Details to be discussed with the group.



<b>Course Title</b>	<b>Japanese Business and Economy B</b>
<b>Instructor(s) /Position</b>	Lecturer Wataru KUREISHI
<b>Day and Period</b>	Monday 8:50-12:00, Every two weeks
<b>Credit(s)</b>	2
<b>E-mail</b>	Wataru.kureishi@gmail.com

<b>Objectives and Outline</b>
The purpose of the course is for students to have a better understanding of Japanese economy. The students will learn how Japanese economy works in comparison with basic theoretical micro/macroeconomics.
<b>Goal of Study</b>
Students will come to understand what the situation of Japanese economy is and will be able to articulate the phenomena in Japanese economy from the economic way of thinking.
<b>Content and Course Schedule</b>
1) 11 April: Orientation, Measuring a Nation's Income, Measuring the Cost of Living
2). 11 April: Orientation, Measuring a Nation's Income, Measuring the Cost of Living
3). 25 April: Firm Behavior and the Organization of Industry (Oligopoly)
4). 25 April: Firm Behavior and the Organization of Industry (Oligopoly)
5). 9 May: The Monetary System
6). 9 May: The Monetary System
7). 23 May: International Trade
8). 23 May: International Trade
9). 6 June: Income Inequality and Poverty
10). 6 June: Income Inequality and Poverty
11). 20 June: Social Security in Japan (1)
12). 20 June: Social Security in Japan (1)
13). 4 July: Social Security in Japan (2)
14). 4 July: Social Security in Japan (2)
15). 11 July: Population economics
16). 11 July: Population economics
<b>Evaluation Method</b>

Students will be evaluated based on report.

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**

Principles of Economics, N. Gregory Mankiw

マンキュー経済学ミクロ編, マクロ編 N.グレゴリー マンキュー

<b>Course Title</b>	<b>Business Communication B</b>
<b>Instructor(s) /Position</b>	Professor Ray Roman
<b>Day and Period</b>	Thursday 14:40-16:10 First class: April 14
<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 and English knowledge and abilities relating to business. We will discuss and practice assertiveness and negotiation, with a focus on improving practical English communication vocabulary and skills. The main readings will examine negotiation concepts.
<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>
1) Introduction
2) Assertiveness
3) Practice Scenario 1
4) What is Effective Negotiation?
5) Effective Negotiation Part II
6) Practice Scenario 2
7) Effective Negotiation Part III
8) <b>Test</b>
9) Additional Negotiation Theory 1
10) Additional Negotiation Theory 2
11) Report Check-In 1: Your Main Idea
12) Culture & Negotiation; Practice Scenario 3 (Japanese and American Negotiation)
13) Report Check-In 2: Your Draft or Outline

14) Scenario 4?
15) Report Due; What did we learn? Comments; Q&A
<b>Evaluation Method</b>
Report 50%      Test 40%      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%)
<b>Textbook and References</b>
<i>Getting To Yes: Negotiating An Agreement Without Giving In</i> (Fisher, Ury & Patton, 2012 Ed.; ISBN 9781847940933). Other materials will be provided as needed.
<b>In addition</b>
Students should <ul style="list-style-type: none"> <li>· Be prepared for each class</li> <li>· Complete all assignments completely and on time</li> <li>· Participate effectively and energetically in class exercises</li> <li>· Give best effort in all activities</li> </ul> Office hours: Thursday 13:30-14:30 (Please send email beforehand.) Email: professor@rayroman.net

<b>Course Title</b>	<b>Japanese Economic History</b>
<b>Instructor(s) /Position</b>	Hiroshi HASEBE, Professor, Graduate School of Economics and Management / Faculty of Economics
<b>Day and Period</b>	Tuesday 16:20-17:50 First class: April 12
<b>Credit(s)</b>	2
<b>E-mail</b>	hhasebe@econ.tohoku.ac.jp

<b>Objectives and Outline</b>
It is the purpose of this class that the beginner students have comprehensive view about the Japanese economic modernization process in the context of academic study. Economic growth and Industrialization of Japan started at late 19th centuries. The slow and long evolutionary process of market economy prepared the start in the Tokugawa Era. The Meiji Governance, the emergence of modernization-executor by the Meiji Restoration, commenced economic development. In the context of these historical events, this class previously offers 13 topics. Each of them will be lectured in accordance with the chronological context. Students will be able to acquire the one historical view of modern Japanese economy through the whole of these sequential lectures.
<b>Goal of Study</b>
It is the goal for students to make some historical view about the Meiji Japan in the meaning of socio-economic development.
<b>Content and Course Schedule</b>
See the course schedule below for details.
Course Schedule
1) April 12, Introduction
2) Social Governance system of the Tokugawa Japan
3) Market, Institution and Community in the Tokugawa Era
4) Political Process of the Meiji Restoration
5) What kind of people were they? ;Images of ordinary people in the Tokugawa Japan
6) <i>Chiso-Kaisei</i> :simultaneous effects of the new taxation system
7) Groping for the newly <i>modern</i> financial system of Meiji Japan
8) Establishment of the Central Banking System in Japan
9) <i>Shokusan-Kougyou</i> ; promotion policy of industry
10) Industrial revolution of Meiji Japan

11) Establishment of the Public Finance and Imperial Constitution
12) Reorganization of Banking System for the Economic Growth
13) Japanese Big Business in the Meiji Era
14) Urbanization and Agricultural Problem
15) Conclusion
<b>Evaluation Method</b>
<p>Grades of 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..... Failure (0-59%)</p> <p>Students will be evaluated 100% based on final essay.</p>
<b>Textbook and References</b>
Reading materials will be provided in the class.
<b>In addition</b>
High attendance is required to keep the momentum and progress of the projects.

<b>Course Title</b>	<b>Monetary Economics</b>
<b>Instructor(s) /Position</b>	Assoc. Prof. Shin-Ichi Nishiyama
<b>Day and Period</b>	Tuesday 10:30-12:00 First class: April 12
<b>Credit(s)</b>	2
<b>E-mail</b>	To be announced at the class

<b>Objectives and Outline</b>	
<p>This course is about graduate-level Monetary Economics. The level of this course is set comparable to those taught at 2nd year graduate courses in the U.S. economics graduate schools. Monetary Economics can be thought to be an extended field of Macroeconomics, which emphasizes the importance of nominal rigidities in the economy as opposed to real rigidities. Since this course is targeted for the second-year graduate students in economics, the students who wish to take this course MUST take Microeconomics I, II, Macroeconomics I, II, and Econometrics I, II prior to this course. (The students who are interested in Finance or Corporate Finance should take the courses offered under ‘Subjects in Management’).</p>	
<b>Goal of Study</b>	
<p>After taking this course, you should be able to understand the articles appearing in the academic journals such as Journal of Monetary Economics, Journal of Money, Credit, and Banking, etc.</p>	
<b>Content and Course Schedule</b>	
<p>The topics in this lecture may include the followings:</p> <ul style="list-style-type: none"> <li>- Money-in-the-Utility Function</li> <li>- Cash-in-Advance Model</li> <li>- Money in the Short-run: Informational and Portfolio Rigidities</li> <li>- Money in the Short-run: Nominal Price and Wage Rigidities</li> <li>- Discretionary Policy and Time Inconsistency</li> <li>- New Keynesian Monetary Economics</li> <li>- Financial Markets and Monetary Policy</li> </ul>	
1)	Orientation and Introduction
2)	Money-in-Utility function
3)	Money-in-Utility function (ct’d)
4)	Cash-in-Advance Model

5) Cash-in Advance Model (ct'd)
6) Money in the Short-run: Informational and Portfolio Rigidities
7) Money in the Short-run: Informational and Portfolio Rigidities (ct'd)
8) Money in the Short-run: Nominal Price and Wage Rigidities
9) Money in the Short-run: Nominal Price and Wage Rigidities (ct'd)
10) Discretionary Policy and Time Inconsistency
11) Discretionary Policy and Time Inconsistency (ct'd)
12) New Keynesian Monetary Economics
13) New Keynesian Monetary Economics (ct'd)
14) Financial Markets and Monetary Policy (time allowing)
15) Final Exam
<b>Evaluation Method</b>
Class participation 25%, Examination 75%
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>
Carl E. Walsh, Monetary Theory and Policy, third edition, MIT Press, 2011. (Required)
<b>In addition</b>
You MUST take all Microeconomics I, II, Macroeconomics I, II, and Econometrics I, II prior to taking this course.



<b>Course Title</b>	<b>Regional Enterprise</b>
<b>Instructor(s) /Position</b>	Michi Fukushima / Professor, Graduate School of Economics and Management
<b>Day and Period</b>	Friday 18:00-19:30 First class: April 8
<b>Credit(s)</b>	2
<b>E-mail</b>	michi@econ.tohoku.ac.jp

<b>Objectives and Outline</b>
The purpose of the course is for students to understand features of Japanese businesses and their surroundings, especially focusing on SMEs and Regional Enterprises (REs). We also introduce theories and concepts of Management, showing examples.
<b>Goal of Study</b>
The students are required as follows; (1)to understand the situations of REs and SMEs in Japan, (2)to understand management theories and concepts, (3)to compare between the SMEs and REs in Japan and their own countries, (4)to think how to apply what they have learned to their own countries' SMEs and REs.
<b>Content and Course Schedule</b> * <u>The schedule is subject to change.</u>
One topic is picked up in each class. The students learn and think the topic through listening lecture, case study and group discussion. A class will consist of three parts: (1) lecture on the topic (theories or concepts), (2) Q&A, (3) group discussion.
1) April 8 Orientation: What is the purpose of this course? Self-introduction
2)April 15 Enterprises and region: How are regional factors and enterprises' activities related?
3) April 22 Time-honored companies and business transformation in Japan
4) May 13 Resource creation by RE: How does exhausted countryside revive their economy?
5) May 20 Knowledge creation by RE: How do Japanese companies make innovation happen?
6) May 27 Spontaneously emerging clusters in Japan: What is the secret of innovative region in Japan?
7) June 3

Collaboration among industry, academia and government in Japan: What are the roles of academia and regional entities in making innovation happen and how do they collaborate?
8) June 10 Guest speaker
9) June 17 Entrepreneurship in Japan: Why are there so few venture created in Japan?
10) June 24 Ecosystem for startups: How do large companies and startups collaborate?
11) July 1 Revitalizing the primary industry: Can Japanese the primary industry survive in international competition and how?
12) July 8 Restoring from the East Japan great earthquake: How have the companies that suffered from 3.11 Tsunami revived?
13) July 15 Social Ventures and regional society: How does business solve social problems?
14) July 22 Field trip
15) June 29 Final Examination
<b>Evaluation Method</b>
Students will be evaluated based on: (1) class attendance (50%), (2) in-class participation (20%), (3) group discussion participation and presentations (10%), (4) reports or final exam (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%)
<b>Textbook and References</b>
Materials are prepared by the instructor. For further study, the books as follows are useful; Ibada-Arens,K (2005) <i>Innovation and Entrepreneurship in Japan</i> , CAMBRIDGE Nonaka,I and H.Takeuchi (1995) <i>The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation</i> , Oxford University Press Penrose, E (1959) <i>The Theory of the growth of the firm</i> , Oxford University Press.

<b>In addition</b>
Absent without notice is never allowed.

<b>Course Title</b>	<b>Development Economics</b>
<b>Instructor(s) /Position</b>	Assoc. Prof. Katsuhito FUYUKI Assist. Prof. Nina TAKASHINO
<b>Day and Period</b>	Tuesday 15:00 – 17:00    First class: April 12th
<b>Credit(s)</b>	2
<b>E-mail</b>	katsuhito.fuyuki.d2@tohoku.ac.jp ntakashino@bios.tohoku.ac.jp

<b>Objectives and Outline</b>
This subject is a seminar held in every spring semester. Using textbooks, students will study the development of economy, agriculture, and rural society. Main objective is to develop understanding of the agricultural transformation in developing Asia under the impacts of rapid economic growth, industrialization, urbanization, global warming, and globalization.
<b>Goal of Study</b>
Students are expected to deepen their understanding on the difference of the social systems or institutions among countries and/or areas. Taking account into such diversified characteristics of economy and agriculture in developing Asian countries, students are expected to concert alternative models and policies as well as to review the textbookish models and policies of development.
<b>Content and Course Schedule</b>
Every student is requested to give a presentation in the class once or twice per semester. When a student is appointed as a reporter, he or she must prepare a handout of report based on the assigned chapter of adopted textbook and its related papers. Presentation is welcomed to have use of slides written by, for instance, Power-point program. We pay large attention on the negative sphere of development, for instances, poverty, land conflicts, the degradation of agricultural resources, and human insecurity.
1) Introduction and briefing on a textbook adopted. (First class: April 12th)
2) Students' presentation and discussion
3) Students' presentation and discussion
4) Students' presentation and discussion
5) Students' presentation and discussion
6) Students' presentation and discussion
7) Students' presentation and discussion
8) Students' presentation and discussion

9) Students' presentation and discussion
10) Students' presentation and discussion
11) Students' presentation and discussion
12) Students' presentation and discussion
13) Students' presentation and discussion
14) Students' presentation and discussion
15) Wrap-up discussion on the adopted text
<b>Evaluation Method</b>
Attendance 30%, Presentation 40%, Exam 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>
It will be announced at the first class.
<b>In addition</b>
Since this course is mainly for graduate students, undergraduate students need to learn basic Micro and Macro Economics prior to taking this course.

<b>Course Title</b>	<b>Introduction to Language Sciences</b>
<b>Instructor(s) /Position</b>	Takeshi NAKAMOTO (Ass. Prof.; GSICS) Heiko NARROG (Prof.; GSICS)
<b>Day and Period</b>	Thursday, 13:00-14:30
<b>Credit(s)</b>	2
<b>E-mail</b>	<a href="mailto:narrog.heiko.c4@tohoku.ac.jp">narrog.heiko.c4@tohoku.ac.jp</a> ; <a href="mailto:takeshi.nakamoto.e3@tohoku.ac.jp">takeshi.nakamoto.e3@tohoku.ac.jp</a>

<b>Objectives and Outline</b>
The purpose of the course is to introduce participants into the study of linguistics in its core subfields, namely, syntax and semantics, morphology, phonology and phonetics.
<b>Goal of Study</b>
The goal of the course is for students to get a firm grasp of basic linguistics, and be able to solve simple linguistic problems.
<b>Content and Course Schedule</b>
The course is planned to proceed along the schedule given below. However, there may be changes in adjusting to the class and the teaching situation. Besides the class meetings, there will be homework for every class.
4/14 Introduction to class (Narrog)
4/21 Constituent structure (Narrog)
4/28 Semantic roles, grammatical relations & argument structure (Narrog)
5/12 Noun phrases (Narrog)
5/19 Tense, Aspect and modality (Narrog)
5/26 Non-verbal predicates (Narrog)
6/2 Subordinate clauses (Narrog)
6/9 Interim summary (Nakamoto)
6/16 Phonetics: Vowels and consonants (Nakamoto)
6/23 Phonetics: Suprasegmentals (Nakamoto)
6/30 Phonology: Phonemes (Nakamoto)
7/7 Phonology: Derivation (Nakamoto)

7/14 Morphology: Word structure (Nakamoto)
7/21 Morphology: Derivation and inflection (Nakamoto)
<b>Evaluation Method</b>
<p>In-class participation 50%, homework 50%</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><b>References:</b></p> <p>Kroeger, Paul R. 2006. <i>Analyzing Grammar. An Introduction</i>. Cambridge: Cambridge UP.</p> <p>Shopen, Timothy (ed.) 2007. <i>Language Typology and Syntactic Description</i>. Cambridge: Cambridge UP.</p> <p>O'Grady, William et al. 1997. <i>Contemporary Linguistics. An Introduction</i>. Third edition. New York: St. Martin's Press.</p> <p>Cowan, W. &amp; J. Rakusan. 1998. <i>Source Book for Linguistics</i>. Amsterdam: Benjamins.</p>

<b>Course Title</b>	<b>Consumable Resources and Social Conflicts</b>
<b>Instructor(s) /Position</b>	Professor Dr. Dinil Pushpalal
<b>Day and Period</b>	Monday, 10:30 – 12:00
<b>Credit(s)</b>	2
<b>E-mail</b>	dinil.pushpalal.b4@tohoku.ac.jp

<b>Objectives and Outline</b>
This subject is focused on the direct or indirect interference of consumable resources with human insecurity. Development of understanding on limitations of natural resources, links of resources with human insecurity, and actual background of specific conflicts will be targeted.
<b>Goal of Study</b>
Students will be able to understand what consumable and non-consumable resources and will come to understand real panorama of specific social conflicts, which were influenced by consumable resources and geopolitics. The emphasis will be given on developing skills in order to discuss, debate and formulate their ideas in different views of geography, nationality, and religion.
<b>Content and Course Schedule</b>
This course contains 15 lectures which discuss how consumable resources originate many social conflicts, regional, national or international level. Lectures will be progressed through reading the recommended texts and group discussion on important matters. Students are encouraged to raise their own opinion independently from the point of view of their different geographical, national and religious backgrounds. The latter part of the lecture series is devoted to discuss interference of resource intention with environment and finally discuss how to “living well within the limits of nature.” The final presentation by the students on a selected topic is the climax, and that hour will be the most informative within the lecture series.
1) April 11 An introduction to consumable and non-consumable resources Resources and human security
2) April 18 Exclusive Economic Zone
3) April 25 Wealth, resources, and power: the changing parameters of global security The transformation of American security policy



Parallel developments in other parts of the world
4) May 2 The pivotal importance of resources Insatiable demand The looming risk of shortages Contested sources of supply The emerging landscape of conflict
5) May 9 Oil wars in the South China Sea Energy geopolitics in Asia Conflicting claims in the South China Sea Armed clashes in the South China Sea
6) May 16 Strategic responses to the Spratlys conflict Japan and the United States Resource conflict in Asia
7) May 23 Water wars Water conflict in the Jordan river basin The Tigris and Euphrates
8) May 30 The Indus river The growing risk of conflict
9) June 6 Natural Resources and Armed Conflicts in African Continents Blood Diamond
10) June 13 Environmental impact, affluence and technology
11) June 20 Human Development Index and Ecological Footprint
12) June 27 Living well within the limits of nature Managing Without Growth
13) July 4 Final Presentation
14) July 11

Final Presentation
15) July 25 Final Presentation
<b>Evaluation Method</b>
<p>Students will be evaluated based on: class attendance, group discussion, and the final presentation according to the ratio given below.</p> <p>Attendance: 30%</p> <p>Group discussion: 30%</p> <p>final presentation at the end of the semester: 40%</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>A teaching material prepared by the instructor will be given to the students.</p> <p>Supplementary Reading:</p> <ol style="list-style-type: none"> <li>1. Michael T. Klare, Resource Wars (ISBN 0-8050-5576-2)</li> <li>2. Amartya Sen, Development as Freedom (ISBN 0-385-72027-0)</li> <li>3. Peter A. Victor, Managing Without Growth, Edward Elgar Pub, 30 November 2008</li> <li>4. Philippe Le Billon, Fuelling War: Natural Resources and Armed Conflicts</li> </ol>
<b>In addition</b>
High attendance and active participation in discussion are required to keep the progress of learning.

<b>Course Title</b>	<b>Ocean Politics in East Asia and the Pacific</b>
<b>Instructor(s) /Position</b>	Christian WIRTH
<b>Day and Period</b>	Wednesdays 13:00-14:30 First class: 13 April
<b>Classroom</b>	Lecture Room 1, Multidisciplinary Lecture Bldg. 2nd Floor (Campus Map C19)
<b>Credit(s)</b>	2
<b>E-mail</b>	c.wirth@griffith.edu.au

<b>Objectives and Outline</b>
<p>The ocean covers 71 percent of the planet’s surface. The seas have always been important to human life, but in the era of globalization the maritime sphere’s significance for international politics has been growing considerably. Maritime transport now accounts for 90 percent of global trade. Moreover, the ocean contains the physical infrastructure of the Internet (submarine telecommunications cables), hides the nuclear weapons that provide the foundation for deterrence (in naval submarines), and is thought to provide increasingly valuable food, mineral, and genetic resources. Yet the political world is organized into state-based control and administration of fixed territory, and simple extension of territorial sovereignty onto the ocean is fraught with problems. This is the central puzzle for the politics of the ocean: How to govern a fluid medium of global extent in the absence of a central world sovereign.</p> <p>This course considers the evolving role that the ocean has been playing in international politics since technological progress, commercial and military interests, and scientific curiosity started driving people farther onto and into the ocean. The Law of the Sea Convention (LOSC), negotiated under the auspices of the United Nations in the 1970s and 1980s, was meant to become a comprehensive ‘Constitution for the Oceans’ for the governing of the multiple users and multiple uses of the world’s seas. Yet, problems remain, and are increasing in salience, in East Asia and the Pacific in particular. Thus, this course is to provide students with the knowledge and skills to analyze, critique and evaluate key themes of the contemporary debates surrounding the East Asian and Pacific maritime sphere. Students will learn a how governments came to think about the ocean and the mastering of maritime space, become familiarized with conceptual tools of international law, International Relations and <i>Political Geography</i>, and learn how to apply these concepts to key themes of ocean politics. This course is to help students not only to understand the origins and nature of a variety of issues in East Asian maritime politics but also to connect them to broader debates and issues inherent to the global ocean regime.</p>
<b>Goal of Study</b>
Specific learning goals are defined through the given key questions and <i>key terms</i> for

each session. Students are expected to: 1) understand the session's overarching theme, i.e. what specific issue or discourse each session is about; 2) to grasp the meaning of the indicated key terms, and 3) understand how these conceptual tools are applied to explore answers to the related set of questions.

### Content and Course Schedule

- 1) 13 April: Introduction: Contemporary Debates in the International Politics of East Asia and the Pacific
- 2) The Politics of Mapping: Cartography of the Ocean
- 3) Ocean Governance: The United Nations Convention on the Law of the Sea (UNCLOS)
- 4) Maritime Disputes I: Ways of Dispute Resolution
- 5) Maritime Disputes II: Japan's Unresolved Conflicts
- 6) Maritime Disputes III: China's Unresolved Conflicts
- 7) Midterm Exam
- 8) Geopolitics I: Island Chains and the Western Pacific
- 9) Geopolitics II: Sea Lanes in Southeast Asia and the Indian Ocean
- 10) Geopolitics III: Pirates and Terrorists
- 11) Maritime Transport and Communication: Containers and Cables
- 12) Fishery Management: Bilateral Regimes in Northeast Asian Seas
- 13) Marine Environmental Management: Northeast Asian Regional Frameworks
- 14) Future Ocean Politics: Climate Change and Advancements in Ocean
- 15) 3 August: Roundtable Discussion and Course Feedback

### Evaluation Method

- Participation (30%): Class attendance *and* active participation, including short presentations and group work (number of assignments vary depending on the number of participants);
- Midterm Exam (30%): Answer two out of three essay questions;
- Essay outline (10%): 700-word outline including the major elements of your essay; **DEADLINE: 21 June**, submission online to [c.wirth@griffith.edu.au](mailto:c.wirth@griffith.edu.au);
- Essay (30%): Maximum of 3500-words discussion of a set topic or a topic selected by the student and approved by the instructor, **DEADLINE: 19 July**, submission online to [c.wirth@griffith.edu.au](mailto:c.wirth@griffith.edu.au)

**Note: Late submissions (receipt will be confirmed by email within 8 hours) are given the mark 59, that is, 'fail'. Students need to fulfill *all* requirements in order to pass the course and failure to submit either the essay outline or the essay will lead to a 'fail' for the entire course. So as to benefit from the lectures and discussions, participants need to study all required readings and be prepared to critically discuss contents.**

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**

Academic journal articles and chapters taken from different books will be used as indicated for each session on the separate syllabus. All the required readings will be made accessible in electronic form (Drop Box).

**In addition**

In addition to the designated readings for each session, two academic books are particularly recommended (but not required) for students to enhance their general understanding of ocean politics. These are: Denise Russell, *Who Rules the Waves? Piracy, Overfishing, and Mining the Oceans* (London: Pluto Press, 2010), and Philip E. Steinberg, *The Social Construction of the Ocean* (Cambridge: Cambridge University Press, 2001).

## 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 May 9.

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 April 11. The faculty committee will examine your proposal and announce their decision on your acceptance and instructor.

### 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	Spring
Credits	2 credits
Instructor	Professor Ichiro Numazaki
Department	Cultural Anthropology Program School of Arts and Letters
Instruction	Individual
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. Research paper (10-20 pages) is required for final evaluation.	

## IPLA Research Project

Field of Study	<b>Study of Japanese Culture</b>
Semester	Spring 2016
Credits	2 credits
Instructor	Professor Koichi MORIMOTO
Department	School of Arts and Letters
Instruction	Individual
Contact Info	xkc-m2rt@m.tohoku.ac.jp
Office	Bldg. F (School of Arts and Letters), Room 824 (or 803)
Hours	Tuesday 5.Hour (tentative)
Possible Topics/Themes	
Anime as a narrative media ---- in the context of current pop culture in Japan	
Objectives	
By viewing and examining various types of Japanese Anime (TV series and film works), student will learn about the development of Japanimation and do research on its specific features as a narrative media.	
Notes	
I (Morimoto) belong to the department German Literature, but I'm now studying the narrative media and its experience in general. So this RP is not related to anything German. This RP will be carry out not by my lecture, but mainly by seeing and discussing various works with Japanese students, who also love Anime. As language we'll use Japanese alongside English, and so it is desirable that the Project student has already acquired some familiarity with Japanese. I hope that this RP can be the chance of improving Japanese faculty for him/her.	



## IPLA Research Project

Field of Study	<b>Sociology</b>
Semester	Spring 2016
Credits	1 credit
Instructor	TANAKA Sigeto (Associate Professor)
Department	School of Arts and Letters
Instruction	Individual
Contact Info	tsigeto@m.tohoku.ac.jp
Office	Arts and Letters / Law Joint Building 2F 206
Hours	To be determined considering the student's schedules
<b>Possible Topics/Themes</b>	
<p>(1) Family, fertility, gender equality, occupational career, and migration issues in contemporary societies</p> <p>(2) Use of statistics and information technologies for social science communication and decision making</p>	
<b>Objectives</b>	
<p>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.</p>	

## IPLA Research Project

Field of Study	<b>Malaysian Business History</b>
Semester	Spring
Credits	2 credits
Instructor	Professor Keiko Saruwatari
Department	Economics
Instruction	Individual
Contact Info	Office Tel. : 022-795-6309 E-mail address : swatari@econ.tohoku.ac.jp
Office	Graduate School of Economics and Management's Main Building Office No.503
Hours	Contact via e-mail
Possible Topics/Themes	
Malaysian Business History	
Objectives	
The objectives of this project are to develop students' abilities to understand the key factors that are causing the economic or managerial changes, develop their abilities to think critically and logically, develop their abilities to analyze the cause and effect.	
Notes	
The maximum enrollment is three.	

## IPLA Research Project

Field of Study	<b>Linguistics</b>
Semester	Spring
Credits	2 credits
Instructor	Prof. Daiko Takahashi
Department	Graduate School of International Cultural Studies
Instruction	Individual
Contact Email	daiko@m.tohoku.ac.jp
Office	Graduate School of International Cultural Studies West Building 408
Hours	Thu, 13:00 – 14:30
<b>Possible Topics/Themes</b>	
Comparing the grammars of Japanese, English, and students' native languages and analyzing their differences and similarities in terms of the linguistic theory the instructor is working on (generative linguistics).	
<b>Objectives</b>	
(1) To be familiar with some aspects of the grammars of the languages mentioned above; (2) To acquire an elementary knowledge about how linguistic analyses are conducted.	
<b>Notes</b>	
The project will involve reading some books and/or articles about linguistics written in English (and probably in Japanese). Most of the reading materials are elementary ones. Participants will be supposed to have fluency in English and Japanese.	