

IPLA 2016  
Fall Semester  
Course Description

Tohoku University

## Regular Courses

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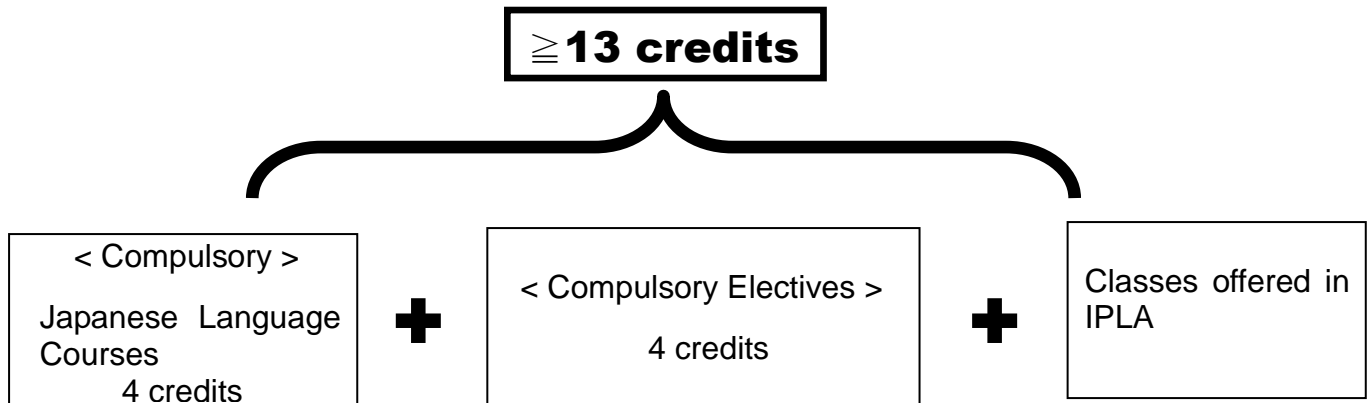
1. Development Economics, Agricultural Economics
2. Japanese Economic History
3. Philosophy of Information

	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
Mon		Japanese Corporate Culture, Employment Practices	Japanese Communication Behaviors: Japanese Values		International Project I	
		History of Political Economy	Nonprofit Organization			
Tue	Japanese Business and Economy A	Understanding Japan through Japanese Traditional Culture	The Japanese and Nature	Understanding Japan through Japanese Traditional Culture	Global Citizenship Education	Global Company Research
		Economic History of Western Europe	Internationalization of Sendai City	History of Tohoku University		
		Intro to Special Needs Education in Japan	Career Development	Microeconomics I		
Wed	Japanese		Introduction to Humanities and Social Sciences			
			Karate for Beginners			
			Financial Engineering	Business Communication and Leadership		
			Chinese Corporate and Securities Law			
Thu		Japanese Art History	Promoting Human Rights Education	Business Communication A	Karate and Japanese Culture	
		Food Economics	English Literature and Linguistics (Introductory Reading) II			
Fri	Japanese				International Project Building: Short Film Creation	
				Special Lecture on Practical Studies in Law and Policy from Japanese Perspectives		

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

**[Requirements]**

- ◆ **In order to complete the program, you must earn 13 or more credits per semester including;**
  - 4 credits of Japanese language courses (according to your level)
  - 4 credits of compulsory elective courses (at least 2 courses each semester)
- ◆ **We highly recommend that you take more than 13 credits.**



- ◆ If you have enough credits for expected completion (minimum of 13 credits per semester), you can register additional courses outside IPLA.
- ◆ If you have near-native Japanese language proficiency you may be allowed to register for courses taught entirely in Japanese. You can register these courses only if you have the required minimum of 13 credits from IPLA courses.

<b>Course Title</b>	<b>Japanese Level 1-4</b>
<b>Semester</b>	Fall 2016
<b>Credits</b>	4
<b>Coordinator</b>	Associate Prof. Wataru Nakamura Institute for Excellence in Higher Education (IEHE) Office: Room 523 (A07 in Kawauchi Campus Map)  Ms Huja Backley (Part-time lecturer) Institute for Excellence in Higher Education (IEHE) Office: Room 105 (A12 in Kawauchi Campus Map)
<b>E-mail</b>	jlptohoku@gmail.com Huja.backley.d7@tohoku.ac.jp
<b>Time</b>	<b>Students will be assigned to the appropriate level based on their scores on the placement test (9:30 to 12:00, Wednesday, 5th October in Room M104 (A05), Kawauchi Campus).</b> Classes start from 7th October. ➤ Japanese Level 1(M120a/b): Wednesday: 8:50-10:20 /10:30-12:00 Room C401(M1a)/402(M1b) Friday: 8:50-10:20 /10:30-12:00 Room C403(M1a)/406(M1b) Textbook: GENKI: An Integrated Course in Elementary Japanese 1 (Second Edition) See ‘A Guide to the Japanese Language Program’ for details about level 2-4 classes. ➤ Japanese Level 2: B220 ➤ Japanese Level 3: G320/ S320/ R320/ P320 ➤ Japanese Level 4: Choose 4 classes out of G440, S440, R440, P440, K400, and CP400
<b>Place</b>	See ‘A Guide to the Japanese Language Program’ for details of Japanese Level 2 to Level 4 classes.
<b>Course Objectives and Outline</b>	
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.	
<b>Learning Goals</b>	
Each class has its own learning goals. Upon successful completion of Level 1 ~ 5, students will have gained the linguistic competence required for the Japanese Language Proficiency Test (JLPT) N5-N1 respectively. For further details, see: <a href="http://www.jlpt.jp/">http://www.jlpt.jp/</a>	

### Course Content / Schedule

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

- **Japanese Level 1** is for complete beginners.
- **Japanese Level 2** is for upper beginner-level learners.
- **Japanese Level 3** is for Pre-intermediate learners and consists of **four classes (G320/ S320/ R320/ P320)**. Grades will be based on the average score of these four classes.
- **Japanese Level I4** is for intermediate learners and consists of **four classes chosen from the following; G440/ S440/ R440/ P440/K400/CP400**. Grades will be based on the average score of these four classes.
- ◆ Students may take more than four courses according to their levels as non-credit classes.

### 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%)

- ◆ You are required to attend at least  $\frac{2}{3}$  of your classes otherwise you will automatically fail.

### Textbook

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

<b>Course Title</b>	<b>Japanese Corporate Culture, Employment Practices</b>	
<b>Instructor(s) /Position</b>	Lecturer Chiaki SUEMATSU	
<b>Day and Period</b>	Monday 10:30-12:00	First Class: October 3, 2016
<b>Credit(s)</b>	2	
<b>E-mail</b>	csuematsu@purplehill.co.jp	

<b>Objectives and Outline</b>
<p>This course introduces students to Japanese corporate culture with the history of changes in employment practices. The classes will cover the Japanese Style Management, Bubble Economy, and the Lost 20 Years. How did Japanese companies develop their management style? Why were Japanese manufacturers regarded as the strongest? What caused the Bubble Economy? Why did they have to give up the practices once thought to be essential? Why is Japan still struggling even without the shock of the big earthquake? While answering these questions, the course will emphasize the role of employment practices to illustrate the Japanese culture. Two main objectives of the course are to possess the knowledge of Japanese employment practices and to understand the rationales for changes in the practices for the past 20 years.</p>
<b>Goal of Study</b>
<p>The goal of the course is to make students understand the basic principles of Japanese employment practices. Through the understandings the students are also expected to judge advantages and disadvantages of employment practices in other nations, especially those in their home country.</p>
<b>Content and Course Schedule</b>
<p>1) October 3, 2016  Introduction: Present an overview of the course. Make the self-introduction of the instructor and the students. Discuss the economic development in Japan after World War II briefly.</p>
<p>2) October 17, 2016  Theme: Japanese Style Management  Discuss the three basic elements, Lifetime Employment, Seniority Ranking System, and Corporate Labor Union. What are advantages and disadvantage of the elements over other management styles?</p>
<p>3) October 24, 2016  Theme: Japanese Employment Practices  Illustrate the human resource management typical to the Japanese companies during 70's.</p>



They provided houses, dormitories, resort houses or loans. Employees traveled together and stayed overnight for harmony. Why were hot spring spots so prosperous? Who went there?

4) October 31, 2016

Theme: Corporate Japan

Besides the employment practices there were some systems peculiar to Japan, which supported the Japanese Style Management. Keiretsu, Shitauke, or Zaibatsu were often criticized from the US as unfair business practices. Were they really peculiar to Japan?

5) November 7, 2016

Theme: The Strongest Manufacturing

Under the Japanese Style Management employees worked quite hard. “Made in Japan” was (and still is) synonymous with the highest quality. How did the employment practices function to accomplish the highest quality?

6) November 14, 2016

Theme: What Caused the Bubble Economy

Accomplishing the economic success, how did most of Japanese feel? What was their “happiness?”

7) November 21, 2016

Theme: Too Much Assets and Too High Labor Costs

In 1991 the Bubble Economy ended with burst. Restructuring and re-engineering became key words in the business. What did they try to do?

8) November 28, 2016

Theme: Changes to Employment Practices

Gave up the lifetime employment and the seniority ranking system and introduced temp employees and the performance related pay system. Why did they have to give up the practices once thought to be essential? What did the new system bring to employees?

9) December 5, 2016

Theme: Japanese Disease

Serious problems spread to the society as a whole. The huge national debts, deflation, collapse in social securities, low birthrate, or elderly society... How are they going to solve them? Why do the prime ministers change so often?

10) December 12, 2016

Case Study

The automobile industry and the electronics industry were leading powers that had driven the Japanese economy. The class will discuss one company from those industries and exemplify the management systems discussed in the classes.

<p>11) December 19, 2016</p> <p>Case Study 2</p> <p>The class will discuss another company to learn about the applications of the management systems. The rest of the class will discuss important points on the student presentations. A set of case studies for the student presentation will be given out.</p>
<p>12) January 5, 2017</p> <p>Student Presentations</p> <p>Student groups will make presentations followed by questions and answers.</p>
<p>13) January 16, 2017</p> <p>Student Presentations</p> <p>Student groups will make presentations followed by questions and answers.</p>
<p>14) January 23, 2017</p> <p>Student Presentations</p> <p>Student groups will make presentations followed by questions and answers.</p>
<p>15) January 30, 2017</p> <p>Summary</p> <p>The graded student presentations will be returned and commented. The rest of the class will discuss employment practices in other nations, and evaluate their advantages and disadvantages. The students will examine applications of the practices they have learned to minimize critical disadvantages.</p>
<p><b>Evaluation Method</b></p> <p>The presentation will account for 50% of the final grade, while the assignments and the overall class participation will contribute 30% and 20%, respectively. Discussions during the case studies and after the student presentations are more important and will make up one-half of the overall class participation. Low attendance for the classes, missing three or more classes, will be regarded as no class participation.</p> <p>Overdue assignment may not be accepted.</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>
<p><b>Textbook and References</b></p> <p>Keizer, Arjan, <i>Changes in Japanese Employment Practices: Beyond the Japanese Model (Routledge International Business in Asia)</i> Routledge: 2010</p>

**In Addition**

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

<b>Course Title</b>	<b>International Project I</b>	
<b>Instructor(s) /Position</b>	Professor Kazuko SUEMATSU	
<b>Day and Period</b>	Monday 16:20-17:50	First Class: Oct 3
<b>Credit(s)</b>	2	
<b>E-mail</b>	suematsu@insc.tohoku.ac.jp	

<b>Objectives and Outline</b>
The class provides opportunities for both international students and Japanese students to learn similarities and differences in practices, beliefs, and values across cultures while collaboratively planning and carrying out projects in cooperation with a local community. Students will be able to learn effective strategies in cross-cultural communication, the importance of teamwork as well as leadership, and most importantly, how to work successfully in a multi-cultural environment.
<b>Goal of Study</b>
<ul style="list-style-type: none"> <li>● Learn how to interact effectively with people from different language and cultural backgrounds.</li> <li>● Understand, respect and appreciate differences and similarities in cultures and individuals and reflect on his/her own cultural, societal, and personal values.</li> <li>● Develop negotiation, leadership, teamwork as well as project management skills.</li> <li>● Become a proactive and responsible individual who can coordinate and act to “make things happen”.</li> </ul>
<b>Content and Course Schedule</b>
1) Introduction: Guidance about the course: expectations and goals.
2) What do we need to know when communicating with people from different cultural backgrounds?
3) Project planning: What are our projects and how can we carry them out in the limited time period?
4) Project work-discussion in team
5) Project work-discussion in team
6) Information sharing session
7) Project work-discussion in team
8) Project work-discussion in team
9) Mid-term Presentation

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

<b>Course Title</b>	<b>Promoting Human Rights Education</b>	
<b>Instructor(s) /Position</b>	Mino TAKAHASHI/ Associate professor	
<b>Day and Period</b>	Thursday 13:00-14:30	First Class: October 6 <sup>th</sup>
<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 apply the knowledge about human rights to analyze various topics, to argue human rights issues from personal perspectives, and to develop a plan to take action for human rights in reality.</p> <p>We will try to create a classroom environment, where students study with each other and each of our views is heard and taken into consideration. Your active participation in the classroom is expected.</p>
<b>Goal of Study</b>
<p>After the course, you will gain,</p> <ol style="list-style-type: none"> <li>1. deep understanding of human rights and Universal Declaration of Human Rights</li> <li>2. skills to express your views and listen to others' views</li> <li>3. skills to think creatively and critically</li> <li>4. skills and perspectives to actively participate in classroom and society</li> <li>5. understanding of others and ways to cooperate with others</li> <li>6. ability to take action to practice human rights in reality</li> </ol>
<b>Content and Course Schedule</b>
<p>In this globalized world, there is an increasing need to understand diversity from various perspectives and respect people. How can we achieve this? One of the answers could be in "human rights," which provide us with the norm of conduct for all human beings equally. Education has an important role in making this possible, because it gives us basic knowledge about human rights and opportunities for us to analyze the individual cases deeply and express our views in the classroom. We are going to learn the Universal Declaration of Human Rights as basic knowledge. Then, we will expand our discussion regarding the human rights issues from personal perspectives, and think about practical solutions based on the human rights documents.</p>
1) Introduction: What do we mean by "human rights", i.e., who is "human" and what are their

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

relationship.

11) Discuss: What is democratic education?

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

12) Guest Speaker

We will welcome a guest speaker.

13) Group Presentation

14) Group Presentation

15) Test (1 hour) and Feedback

#### **Evaluation Method**

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

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

Grades for the course will be assigned as follows:

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

#### **Textbook and References**

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

#### **Recommended Reading**

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



*and Democracy*. London. Sage

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

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

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

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

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

**In addition**

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

<b>Course Title</b>	<b>Understanding Japan through Japanese Traditional Culture</b>	
<b>Instructor(s) /Position</b>	Senior Assistant Professor Kaori SHIMASAKI	
<b>Day and Period</b>	Tuesday 10:30-12:00	<b>First Class: 4<sup>th</sup> October</b>
<b>Credit(s)</b>	2	
<b>E-mail</b>	k.shimasaki@m.tohoku.ac.jp	

### Objectives and Outline

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

### Goal of Study

To gain fundamental knowledge of Japanese traditional culture

To enjoy Japanese traditional culture

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

### Content and Course Schedule

This course consists of three parts: (1) lectures, (2) experience and demonstrations of traditional Japanese culture, and (3) reflection. Professionals from each area are invited to offer lectures on traditional culture. This course also provides students with opportunities to experience Japanese culture inside and outside the classroom.

#### 【NOTE】

※ The first lecture (4th October) is **COMPULSORY**. This course **CANNOT** accept any students who join from the second week.

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

1) Introduction/ 4th Oct
2) Tohgei (陶芸) / 11th Oct
3) Washi (和紙) / 18th Oct
4) Shodo (書道) / 25th Oct
5) Fieldtrip: Noh (能楽) & Washi workshop / <b>Sunday, 13<sup>th</sup> Nov</b>
6) Preparation for presentation / 15th Nov.
7) Chado (茶道) / <b>Saturday, 19th Nov.</b>
8) Preparation for presentation / 22th Nov.
9) Wadaiko workshop / <b>Sunday, 27<sup>th</sup> Nov.</b>
10) Presentation / <b>28th Nov.- 2<sup>nd</sup> Dec 18:30-20:00 @ library</b> *Attend at least two sessions other than your own session
11) Warp-up / 6 <sup>th</sup> Dec.
※ 1 <sup>st</sup> Nov, 8 <sup>th</sup> Nov, 29 <sup>th</sup> Nov(Regular class), 13 <sup>th</sup> Dec, 20 <sup>th</sup> Dec, 10 <sup>th</sup> January, 17 <sup>th</sup> January, 24 <sup>h</sup> January→No class
<b>Evaluation Method</b>
Students will be assessed and graded based on active participation (30%), homework (20%), a group presentation (20%) and final report (30%). The details of assessment will be provided in lecture.
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<b>In addition</b>
If you have any questions, please contact Asst. Prof. Shimasaki at k.shimasaki@m.tohoku.ac.jp or (022)795-3749.

<b>Course Title</b>	<b>Understanding Japan through Japanese Traditional Culture</b>	
<b>Instructor(s) /Position</b>	Senior Assistant Professor Kaori SHIMASAKI	
<b>Day and Period</b>	Tuesday 14:40-16:10	First Class: 4 <sup>th</sup> October
<b>Credit(s)</b>	2	
<b>E-mail</b>	k.shimasaki@m.tohoku.ac.jp	

### Objectives and Outline

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<b>Evaluation Method</b>
Students will be assessed and graded based on active participation (30%), homework (20%), a group presentation (20%) and final report (30%). The details of assessment will be provided in lecture.
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>
If you have any questions, please contact Asst. Prof. Shimasaki at k.shimasaki@m.tohoku.ac.jp or (022)795-3749.

<b>Course Title</b>	<b>Japanese Communication Behaviors: Japanese Values</b>	
<b>Instructor(s) /Position</b>	Lecturer Kikue YAMAMOTO	
<b>Day and Period</b>	Monday 13:00-14:30	First Class: October 3
<b>Credit(s)</b>	2	
<b>E-mail</b>	yamamotok@sea.sannet.ne.jp	

<b>Objectives and Outline</b>
<p>The purpose of this course is to provide students with an overview of Japanese communication behaviors, specifically on Japanese values, using a comparative approach with other cultures.</p> <p>Through peer teaching in the beginning of each class, and discussions about their own intercultural issues in daily life in Japan, they will learn about Japanese culture, as well as the other cultures of their peers, and their own culture. They also will experience one or two forms of Japanese traditional art e.g., Chadoh or Sadoh (tea ceremony), to deepen their understanding about Japanese culture.</p>
<b>Goal of Study</b>
<p>They will gain knowledge about Japanese values and communication behaviors; consequently, they will come to understand why Japanese behave in a certain way, because, it is said, values are the motives of people's behaviors.</p> <p>They will develop an appreciation for Japanese culture and Japanese people.</p> <p>Also, they will be able to apply some of their learning in real life.</p>
<b>Content and Course Schedule</b>
<p>In almost every class, students will have a peer discussion in the first 15 minutes to share their intercultural experiences with their classmates (peer teaching).</p> <p>The fifteen classes are as follows.</p> <p>1-2: Some theories of intercultural communication - what is Hidden Culture?</p> <p>3: Stereotypes</p> <p>4-5: Verbal and non-verbal communication and how Japanese use them</p> <p>6: Diversity &amp; perception</p> <p>7-8: Extra-curricular activities: attending a tea class in a tea house</p> <p>9-10: Communication styles</p> <p>11-12: Values &amp; deep culture</p>

13-15: Group presentations about what the students learned

The order above might shift around in the semester. It will be announced in class.

**Evaluation Method**

Homework assignments (30%), Presentation (50%), 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%)

**Textbook and References**

Different Realities:-Adventures in Intercultural Communication-, Joseph Shaules and Juri Abe.

**Note**

An extra-curricular tea class will be scheduled on one of the Mondays. Participation is mandatory. A fee of 600 yen or so for sweets and tea will be collected later in class.

<b>Course Title</b>	<b>Internationalization of Sendai City: Let's contribute to the local community!</b>	
<b>Instructor(s) /Position</b>	Specially Appointed Assistant Professor Mina MIZUMATSU	
<b>Day and Period</b>	Tuesday 13:00-14:30	First Class: October 4 <sup>th</sup>
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:mmizumatsu@m.tohoku.ac.jp">mmizumatsu@m.tohoku.ac.jp</a>	

### Objectives

This course will enable you to gain insights into the spirit of “OMOTENASHI (Hospitality)” embedded in the Japanese business culture, work environment, and work ethics. You will contribute to the local community by engaging in service learning at a local department store where you will have a chance to work with Japanese students and employees. The purpose of this course is to give some suggestions to people working in Sendai city how they can internationalize their local community. This class will be conducted mainly in English.

### Goal of Study

- 1) Discuss some issues in the local community, and analyze the issues to suggest solution through this course.
- 2) Deepen our understanding of intercultural competency by going through group work with other students who have different cultural backgrounds.
- 3) Improve the skills to collect and analyze information and to present the findings through projects in this course.

### Content and Course Schedule

Week 1	Oct. 4 <sup>th</sup>	Class Orientation “What is PBL?”	
Week 2	Oct. 11 <sup>th</sup>	Introduction of the project	
Week 3	Oct. 18 <sup>th</sup>	Visit to the Local Department Store	12:30 at Fujisaki Department Store
Week 4	Oct. 25 <sup>th</sup>	Refection / Group Work	
Week 5	Nov. 1 <sup>st</sup>	Group Work	
Week 6	Nov. 8 <sup>th</sup>	Group Work	
Week 7	Nov. 15 <sup>th</sup>	Mid-presentation Rehearsal	
Week 8	Nov. 22 <sup>nd</sup>	Mid-presentation	Reflection paper due on Nov. 29 <sup>th</sup>
Week 9	Dec. 6 <sup>th</sup>	Refection / Group Work	
Week 10	Dec. 13 <sup>th</sup>	Group Work	
Week 11	Dec. 20 <sup>th</sup>	Group Work	
Week 12	Jan. 10 <sup>th</sup>	Final Presentation Rehearsal	
Week 13	Jan. 17 <sup>th</sup>	Final Presentation 1	
Week 14	Jan 24 <sup>th</sup>	Final Presentation 2/ Wrap-up	Reflection paper due on Jan. 31 <sup>st</sup>



<b>Evaluation Method</b>
Class Participation (20%), Contribution to Class Discussion (10%), Contribution to the Project (10%), Assignments (30%), Group Presentations (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>In addition</b>
Note that course meetings will take place outside the campus several times. Class schedule is subject to change.

<b>Course Title</b>	<b>The Japanese and Nature</b>	
<b>Instructor(s) /Position</b>	Assoc. Prof. Kazuhisa SHIMADA	
<b>Day and Period</b>	Tuesday 13:00-14:30	First Class: October 4
<b>Credit(s)</b>	2	
<b>E-mail</b>	kazuhisa.shimada.a8@tohoku.ac.jp	

<b>Objectives and Outline</b>
This course elucidates the Japanese attitude towards nature based on the historical analysis. Furthermore, the course gives you some insight into how Japan will cope with the confused situation after the earthquake in 2011. The course will be run by the discussion style. The course is taught in English.
<b>Goal of Study</b>
To understand the traditional Japanese attitude towards nature. To develop your view on Japan's future direction in terms of the sustainable co-existence between people and nature.
<b>Content and Course Schedule</b>
<ol style="list-style-type: none"> <li>1. Guidance and Introduction</li> <li>2. Japanese and nature – history, culture, climate and geography (I)</li> <li>3. Japanese and nature – history, culture, climate and geography (II)</li> <li>4. Japanese and natural disasters</li> <li>5. Mountains and Japanese</li> <li>6. Group presentation (I)</li> <li>7. Modernization and environment in Japan (I)</li> <li>8. Modernization and environment in Japan (II)</li> <li>9. Development and natural conservation in Japan</li> <li>10. Group presentation (II)</li> <li>11. Globalization and environmental issues – the role of Japan (I)</li> <li>12. Globalization and environmental issues – the role of Japan (II)</li> <li>13. Japan's future direction: What should we do for the future?</li> <li>14. Group presentation (III)</li> <li>15. Round-up</li> </ol>

**Evaluation Method**

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>Course Title</b>	<b>Japanese Art History</b>	
<b>Instructor(s) /Position</b>	Professor Mitsuru HAGA	
<b>Day and Period</b>	Thursday 10:30-12:00	First Class: October 6 <sup>th</sup>
<b>Credit(s)</b>	2	
<b>E-mail</b>	mitsuru.haga.d5@tohoku.ac.jp	

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

15) Art of Taisho, Showa and Heisei Periods 2

**Evaluation Method**

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

Grades for the course will be assigned as follows:

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

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

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

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

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

**Textbook and References**

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

<b>Course Title</b>	<b>Karate for Beginners</b>	
<b>Instructor(s) /Position</b>	Michio SATO, Associate Professor Toshihiko FUJIMOTO	
<b>Day and Period</b>	Wednesday 13:00-14:30	First Class: October 5th
<b>Credit(s)</b>	1	
<b>E-mail</b>	toshihiko.fujimoto.d3@tohoku.ac.jp	

<b>Objectives and Outline</b>
Aim of this class: To experience "Japanese traditional culture" through practicing martial arts. A first-class lecturer will teach you. We welcome foreign students.
<b>Goal of Study</b>
Goal of this class: To feel the spirit of the martial arts and to experience basic Karate techniques.
<b>Content and Course Schedule</b>
1) Registration and Lecture : What is Karate?
2) Practice : Thrust and Kick
3) The preceding review. Practice : Reverse thrust, thrust and kick.
4) Basic practice of reverse thrust, thrust and kick, and a pattern [Kata].
5) The preceding review and a pattern [Kata].
6) The preceding review, and dash and kick. Basic practice of a pattern [Kata].
7) The preceding review. A pattern practice with a partner [Kumite].
8) The preceding review. A pattern practice with a partner [Kumite].
9) The preceding review. A pattern practice with a partner [Kumite].
10) The preceding review. A pattern practice with a partner [Kumite].
11) The preceding review. A pattern practice with a partner [Kumite].
12) The preceding review. A pattern practice with a partner [Kumite].
13) The preceding review. A pattern practice with a partner [Kumite].
14) The preceding review. A pattern practice with a partner [Kumite].
15) Summary and Assessment.
<b>Evaluation Method</b>
Attendance 40%, Attitude during class 30%, Kata Enbu 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%)

**In addition**

No equipment necessary.

When you have a question, please ask to Toshihiko Fujimoto, Associate professor, Institute for Excellence in Higher Education.

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

<b>Course Title</b>	<b>History of Tohoku University</b>	
<b>Instructor(s) /Position</b>	Associate professor Manabu NAKAGAWA	
<b>Day and Period</b>	Tuesday 14:40-16:10	First Class: October 4
<b>Credit(s)</b>	2	
<b>E-mail</b>	manabun@m.tohoku.ac.jp	

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



**Evaluation Method**

Half of your grade will be based on attendance and understanding of the course (Minute Paper\*, 50%), while the other half will be based on a final paper (50%).

\*Student will write summary of lecture or some questions in the Minute Paper.

Grades for the course will be assigned as follows:

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

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

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

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

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

**Textbook and References**

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

**In addition**

- You must attend the first class session.
- The maximum number of participants for this course is 40 due to the circumstances of field trip. If there are more applicants than quota, participants will be selected by lottery.
- Office hours are from 13:00 to 16:00 on Thursdays. Make an appointment in advance via e-mail or other means.

<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>	Friday, 5 <sup>th</sup> Period	First Class: October 7 <sup>th</sup>
<b>Credit(s)</b>	2	
<b>E-mail</b>	spring.ryan.edward.c4@tohoku.ac.jp	

### Objectives and Outline

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.

### Goal of Study

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.

### Content and Course Schedule

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>	Thursday, 5 <sup>th</sup> Period	First Class: October 6 <sup>th</sup>
<b>Credit(s)</b>	2	
<b>E-mail</b>	kavanagh.barry.e7@tohoku.ac.jp	

### **Objectives and Outline**

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.

### **Goal of Study**

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.

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.

### **Content and Course Schedule**

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.

- 1). Introduction to the course. Myths and image of Karate.
- 2). Karate history and philosophy
- 3). Karate styles
- 4). Presentation
- 5). Karate: Kumite (sparring) Group tasks and discussion

6). Karate: Rules of competition
7). Karate kata and bunkai
8). Practical Karate: Basics
9). Practical Karate: Basics and Kumite
10). Practical Karate: Basics and Kata
11). Practical Karate: Kata
12). Presentation work
13). Presentation work
14). Presentations
15). Presentations
<b>Evaluation Method</b>
Discussion and written work 25% Group tasks 25% Pair presentation 40% 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>Business Communication and Leadership in Japanese company with Emotional Literacy</b>	
<b>Instructor(s) /Position</b>	Kamihito Takeuchi / CEO of Mcken Career Consultants Inc.	
<b>Day and Period</b>	Wednesday 14:40-16:10, 16:20-17:50	First Class: October 5
<b>Credit(s)</b>	2	
<b>E-mail</b>	k.takeuchi@mcken.co.jp	

<b>Objectives and Outline</b>
<ul style="list-style-type: none"> <li>● The purpose of this course is to obtain skills of EQ (Emotional Intelligence quotients).</li> <li>● Students will learn about EQ and 8 EQ competencies to use them effectively for organizational management and leadership.</li> <li>● All students will plan to improve their EQ competencies and leadership by themselves, and to understand and train the talents and behaviors required by Japanese companies and organizations.</li> </ul>
<b>Goal of Study</b>
<ul style="list-style-type: none"> <li>● This course is to provide an opportunity in advance to obtain talents of global human resources, which is determined by the Japanese companies.</li> <li>● This class is in English through cooperate learning with other students.</li> <li>● Attendance is mandatory since the class is mainly in workshop style and group activities.</li> </ul>
<b>Content and Course Schedule</b>
<p><b>Lecture Plan</b></p> <p>Lecture 1-3: How to use and understand eight emotions competency and leadership  Lecture 4-11: How to use for eight emotion competencies  Lecture 12-16: To design the program EQ development</p> <p><b>Lecture Plan in detail</b></p> <ol style="list-style-type: none"> <li>1. Concept EQ Competency model</li> <li>2. Leadership and EQ 1</li> <li>3. Leadership and EQ 2</li> <li>4. Learn 8 EQ competencies: Enhance Emotional literacy</li> <li>5. Learn 8 EQ competencies: Recognize Patterns</li> <li>6. Learn 8 EQ competencies: Apply Consequential Thinking</li> </ol>

7. Learn 8 EQ competencies: Navigate Emotion
8. Learn 8 EQ competencies: Engage intrinsic Motivation
9. Learn 8 EQ competencies: Exercise Optimism
10. Learn 8 EQ competencies: Increase Empathy
11. Learn 8 EQ competencies: Pursue noble goals
12. Wrap up and review your EQ
13. To develop program for your EQ improvement
14. To develop program for your EQ improvement
15. Presentation development program your EQ
16. Presentation development program your EQ

**Evaluation Method**

Evaluation will be given in the manner of Japanese company style. You will be evaluated through your activities and reports of every class.

1. Attendance (20%)
2. In class Participation (20%)
3. Report (20%)
4. Presentation (40%)

Grades for the course will be assigned as follows:

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

**Textbook and References**

Further readings for this course are to be informed in each class if necessary.

**Notes**

- This course will adopt group study and workshops for group management and group facilitation with actual demonstration practice.
- To organize your EQ systematically is very important for your future. In addition, this class supports understanding and training talents and behaviors Japanese companies and organizations are seeking.



<b>Course Title</b>	<b>Introduction to Humanities and Social Sciences Japanese culture through go</b>	
<b>Instructor(s) /Position</b>	Yuko Murakami/ Associate Professor	
<b>Day and Period</b>	Wed 1300-1430	First Class: Oct. 5
<b>Credit(s)</b>	2	
<b>E-mail</b>	ymurakam@m.tohoku.ac.jp	

<b>Objectives and Outline</b>
There are three sorts of class activities. First of all, students are to learn to play Go. They need to know the rules. Quizzes will examine whether they can write down the rules in an everyday language (either in English or in Japanese). Second, they are to learn strategies and techniques to play Go. Due to class time restriction, the game board in class is limited to the smallest 4 by 4 board, although the strategies are different from those for the full 19 by 19 board. Moreover, there is an iPhone/iPad app, Cho U's 4 by 4 Go Puzzle, to help students to practice out of the classroom. They are also expected to play the game in and out of the classroom. Finally, some lecture and discussion on cultural aspects of the game. Proverbs, myths, and historical episodes will be explained. Students are to offer a presentation about cultural influences of a game in their home country.
<b>Goal of Study</b>
To understand cultural influences of games especially in Japanese culture.
<b>Content and Course Schedule</b>
Presentations will be assigned for homework to enhance in-class discussion.
1) Yuko Murakami. Introduction. Some game rules (territory, the winning condition, how to capture stones). Practice games.
2) Practice games and Introduction to strategy. (1)
3) Practice games and Introduction to strategy. (2)
4) Practice games and Introduction to strategy. (3)
5) Practice games and Introduction to strategy. (4)
6) Student presentations (1)
7) Student presentations (2)
8) Student presentations (3)
9) Student presentations (4)

10) Games in Japanese society (1)
11) Games in Japanese society (2)
12) Games in Japanese society (3)
13) Games in Japanese society (4)
14) Study visit to Gokaisho
15) wrap-up
<b>Evaluation Method</b>
<p>100% class participation (including in-class quizzes)</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<b>Textbook and References</b>
<p>Cho U (Chang Hsu) (2011) Yonro no Go (in Japanese) Gento Sha Educational. ISBN: 978-4-344-97587-3</p> <p><a href="http://www.gentosha-edu.co.jp/products/post-95.html">http://www.gentosha-edu.co.jp/products/post-95.html</a></p> <p>Optional app: Nihon Kiin. Cho U's 4 by 4 Go Puzzle. (iPhone/iPad app. Available in Japanese, English, Chinese, and Korean)</p> <p><a href="https://itunes.apple.com/app/ri-ben-qi-yuan-zhang-xuno/id517153034?mt=8">https://itunes.apple.com/app/ri-ben-qi-yuan-zhang-xuno/id517153034?mt=8</a></p>

<b>Course Title</b>	<b>English Literature and Linguistics (Introductory Reading) II Kazuo Ishiguro's 'Never Let Me Go': Ethics, Emotion, and Empathy in Contemporary Fiction.</b>	
<b>Instructor(s) /Position</b>	James Tink, Associate Professor, Department of English Literature, School of Arts and Letters	
<b>Day and Period</b>	Thursday, 13.00-14.30	First Class: October 6
<b>Classroom</b>	135, Graduate School of Arts and Letters, Kawauchi Campus	
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:jmtink@g-mail.tohoku-university.jp">jmtink@g-mail.tohoku-university.jp</a>	

### **Objectives and Outline**

Kazuo Ishiguro's novel *Never Let Me Go* has enjoyed huge international success since its publication in 2005. It is a type of science-fiction novel that describes an alternate modern Britain where young people are produced as human clones for medical purposes. It has also become a text that has been widely discussed by literary and cultural critics in recent years, and has become a representative novel for a twenty-first century debate about liberal values and technology. In this course, we will read the novel and consider the arguments of that critical debate and, in particular, discuss what the novel suggests about ideas of ethics and emotions in contemporary literature, cultural theory, and popular science. Students should read thirty pages of the novel each week, which will then be introduced and discussed in the class, along with other relevant material. Assessment will be by short written assignments, and two in-class tests.

### **Goal of Study**

- 1: To read and analyze a contemporary novel in English by reading it in weekly installments.
- 2: To study several approaches for better understanding the novel and contemporary literature
- 3: To explore some important arguments in the contemporary humanities and social sciences around the topics of ethics, emotions and technology.
- 4: To improve listening and discussion skills in English.

### **Content and Course Schedule**

Students will read an entire novel by reading around thirty pages a week in advance of the class. The class will review the reading and also discuss additional material on the novel and relevant literary and cultural topics introduced by the instructor via handouts or demonstrations. Class time will be used each week for group discussion and presentation of ideas in English.

1) 10/06. Introduction to Ishiguro, <i>Never Let Me Go</i> , and Modern Fiction
2) 10/13. Reading <i>Never Let Me Go</i> Part 1 (pages 1-24)
3) 10/20. <i>Never Let Me Go</i> (pages 25-48)
4) 10/27. <i>Never Let Me Go</i> (pages 49-76)
5) 11/10. <i>Never Let Me Go</i> (pages 76-109)
6) 11/17. <i>Never Let Me Go</i> (pages 113-143)
7) 11/24. <i>Never Let Me Go</i> (pages 144-65) Mid-semester test on the book so far.
8) 12/01. <i>Never Let Me Go</i> (pages 166-99)
9) 12/08. <i>Never Let Me Go</i> (pages 203-40)
10) 12/15. <i>Never Let Me Go</i> (pages 241-82): Finish novel by this week.
11) 12/22. Reading <i>Never Let Me Go</i> and the Postwar Humanist Novel: Thinking of the modern British political context to the novel.
12) 01/12. Dystopian Fiction: Reading the novel as an example of science fiction and fantasy.
13) 01/19. The Affective Turn in Contemporary Fiction: Reading the novel in term of recent arguments about emotional and phenomenological studies of fiction.
14) 01/26. The Future of the Novel: Reading the novel in terms of the “new world literature” of the twenty-first century, globalism, and intercultural fiction.
15) 02/02. Final Exam
<b>Evaluation Method</b>
Mid-semester test 20% ; Two homework written assignments 40%; Final Exam 40%
Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
Ishiguro, Kazuo. <i>Never Let M Go</i> . London: Faber, 2005.
<b>In addition</b>
High attendance is advised to keep up with the course work. All classes will be conducted in English.

<b>Course Title</b>	<b>Global Citizenship Education</b>	
<b>Instructor(s) /Position</b>	Kazuya TANIGUCHI (T) / Associate Professor & Sicong CHEN (C) / Lecturer, Graduate School of Education	
<b>Day and Period</b>	Tuesday, 16:20-17:50	First Class: October 4
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:tkazuya@sed.tohoku.ac.jp">tkazuya@sed.tohoku.ac.jp</a> ; <a href="mailto:sicong.chen@tohoku.ac.jp">sicong.chen@tohoku.ac.jp</a>	

<b>Objectives and Outline</b>
In the face of contemporary conflicts, injustice and exclusion across the global, how to develop a just, diverse and sustainable global community becomes an imperative shared by all living in it. This course explores the idea of global citizenship and how to employ global citizenship education as a response to that imperative.
<b>Goal of Study</b>
After this course, students are expected to be able to (1) have a more comprehensive understanding of the concept of global citizenship; (2) assess and address contemporary global challenges from the perspective of global citizenship; (3) gain first-hand knowledge about education in relation to global citizenship in Japanese schools; and (4) propose educational ideas to develop global citizenship.
<b>Content and Course Schedule</b>
Corresponding to the goals, the Course has three parts. Part I will discuss the idea of global citizenship; Part II will assess and address contemporary global challenges from the viewpoint of global citizenship; Part III will explore effective ways of global citizenship education after the discussion of its practice and development in Japanese schools.
1) Oct-4 Orientation (T & C)
Part I (C)
2) Oct-11 What is citizenship? I
3) Oct-18 What is citizenship? II
4) Oct-25 What is global citizenship? I
5) Nov-1 What is global citizenship? II
6) Nov-8 What is global citizenship? III
Part II (C)

7) Nov-15 What kinds of contemporary global challenges we face?
8) Nov-22 What are their causes?
9) Nov-29 How to meet the challenges?
<b>Part II</b>
10) Dec-6 What is global citizenship education (GCE)? (C)
11) Dec-13 Trends in education for globalized age in Japan (T)
12) Dec-20 Explore Japanese schools (T)
13) Jan-10 New activities in education for sustainable and inclusive civil society (T)
14) Jan-17 Presentation: My ideas for GCE (T & C)
15) Jan-24 Reflection (T & C)
<b>Evaluation Method</b>
Active in-class participation 30%, presentation 30%, homework 30%, attendance 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>
No textbook. References including the two below will be introduced in class.  UNESCO (2014) <i>Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century</i> . Paris: UNESCO. ( <a href="http://unesdoc.unesco.org/images/0022/002277/227729E.pdf">http://unesdoc.unesco.org/images/0022/002277/227729E.pdf</a> )  UNESCO (2015) <i>Global Citizenship Education: Topics and Learning Objectives</i> . Paris: UNESCO. ( <a href="http://unesdoc.unesco.org/images/0023/002329/232993e.pdf">http://unesdoc.unesco.org/images/0023/002329/232993e.pdf</a> )

Course Title	<b>Introduction to Special Needs Education in Japan</b>	
Day and Period	Tuesday, 10:30-12:00	First Class: October 4
Credit(s)	2	
Instructor(s) /Position	Yeonhee HWANG, Instructor, Tohoku Fukushi University	
E-mail	hwang@tfu-mail.tfu.ac.jp	

Objectives and Outline
<p>The purpose of the course is provide students with an overview of special needs children in Japan with an emphasis on developmental disabilities including Learning Disabilities(LD), Attention Deficit / Hyperactivity Disorder(ADHD) and Autism Spectrum Disorders(ASD). The purpose of the class is also to give students an understanding of general cognitive, educational and social-behavioral characteristics of individuals with developmental disabilities.</p>
Goal of Study
<p>Students will be able to describe the cognitive, educational, and social-behavioral characteristics of individuals with various types of developmental disabilities. Students will also be able to understand the importance of developing effective teaching strategies for all students in the classroom and will compare classroom accommodation in Japan and in their countries.</p>
Content and Course Schedule
<p>Students will participate in various activities (including simulations) to understand characteristics and symptoms of developmental disabilities. Students will discuss strategies that promote learning and social acceptance in the classroom.</p> <p>A visit to elementary school or special needs education center will help to deepen understanding of Japanese special needs education.</p>
<p>1) October 4</p> <p>Course Orientation</p> <p>Course outline and expectations will be given. Students will be asked to share with the class how disabilities are categorized in their countries.</p>
<p>2) October 11</p> <p>Japanese Special Needs Education</p> <p>An overview of Japanese special needs education will be given, especially focusing on recent changes in legislation relating to individuals with developmental disabilities.</p>

<p>3) October 18</p> <p>Developmental Disabilities</p> <p>The causes and classifications of developmental disabilities will be discussed. Also, we will examine appropriate and non-biased language showing respect for individuals with disabilities</p>
<p>4) October 25</p> <p>Learning Disabilities(LD) 1</p> <p>Basic types of L D will be discussed as well as the definition of LD.</p>
<p>5) November 1</p> <p>Learning Disabilities(LD) 2</p> <p>Warning signs and mechanisms of LD will be discussed including looking at case studies.</p>
<p>6) November 8</p> <p>Learning Disabilities(LD) 3</p> <p>Students will experience LD simulation or awareness-raising activities and discuss teaching strategies and learning materials appropriate for children with LD.</p>
<p>7) November 15</p> <p>Field experience</p> <p>The class will visit an elementary school or center for children with developmental disabilities. The school to be visited is not yet fixed.</p>
<p>8) November 22</p> <p>ADHD 1</p> <p>Definitions and behavioral characteristics of ADHD will be discussed including looking at case studies.</p>
<p>9) November 29</p> <p>ADHD 2</p> <p>Students will experience ADHD simulation or awareness-raising activities and discuss teaching strategies and learning materials appropriate for children with ADHD.</p>
<p>10) December 6</p> <p>ADHD 3</p> <p>Medication and behavior management to control ADHD behaviors will be discussed. The class will discuss the major current issues related to medication for ADHD.</p>
<p>11) December 13</p> <p>Autism Spectrum Disorders(ASD)</p> <p>The core symptoms and types of Autism Spectrum Disorders will be discussed including looking at case studies.</p>
<p>12) December 20</p> <p>Asperger Syndrome</p>



<p>The characteristics and warning signs of Asperger Syndrome will be discussed including looking at case studies.</p>
<p>13) January 10 Theory of Mind We will discuss the concept of theory of mind and how it is often impaired in person with ASD.</p>
<p>14) January 17 Working memory and Developmental Disabilities Working memory capacity is closely related to a child's ability to learn. The characteristics of working memory of children with developmental disabilities and classroom support for them will be discussed.</p>
<p>15) January 24 &lt;Looking forward to the future&gt; Support services in college and career preparation for people with developmental disabilities will be discussed. Students will be asked to share with the class the services available in their countries.</p>
<p>Evaluation Method</p>
<p>In-class participation 30%, reports 30%, homework 20%, and attendance 20%</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)</p>
<p>Textbook and References</p>
<p>There is no assigned text for this course. The instructor will supply students with the necessary handouts as needed. Supplementary textbooks will be introduced in class.</p>

<b>Course Title</b>	<b>Special Lecture on Practical Studies in Law and Policy from Japanese Perspectives</b>
<b>Instructor(s) /Position</b>	<p>MIZUNO Noriko / Professor, School of Law, Tohoku University</p> <p>(1) TODA Chiyo / Lawyer, Tanase Law Office</p> <p>(2) INOUE Yasuhito / Judge, Tokyo High Court</p> <p>(3) TOKUSUE Sayako / Program Officer, Project Manager, Sasakawa Africa Association</p> <p>(4) TANI Midori / Consulting Fellow, Senior Analyst for Consumer Policy, Commerce and Distribution Policy Group, Commerce and Information Policy Bureau, Ministry of Economy, Trade and Industry (METI)</p>
<b>Day and Period</b>	- Fridays: (1) Nov. 11 <sup>th</sup> , (2) Dec. 2 <sup>nd</sup> , (3) Dec. 16 <sup>th</sup> , (4) Jan. 13 <sup>th</sup> - IV(14:40-16:10) · V (16:20-17:50)
<b>Classroom</b>	Seminar Room 3, School of Law Bldg. 2 <sup>nd</sup> Floor, Kawauchi Campus
<b>Credit(s)</b>	1
<b>E-mail</b>	<p>MIZUNO Noriko (parenoir@law.tohoku.ac.jp) (cc: MISUMI Taeko (misumi@law.tohoku.ac.jp))</p> <p>(1) TODA Chiyo (toda@law-t.jp)</p> <p>(2) INOUE Yasuhito (HAE03252@nifty.ne.jp)</p> <p>(3) TOKUSUE Sayako (sayako.tokusue@gmail.com)</p> <p>(4) TANI Midori (tani-midori@meti.go.jp)</p>

### Objectives and Outline

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

### Goal of Study

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

## Content and Course Schedule

The content and course schedule will be as follows:

1) ◆ Session 1 & 2: November 11 (Fri), 14:40-17:50

Instructor: MIZUNO Noriko “Course introduction”

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

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

2) ◆ Session 3 & 4: December 2 (Fri), 14:40-17:50 Instructor: INOUE Yasuhito

“Globalisation and the Rolls of Lawyers”

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

3) ◆ Session 5 & 6: December 16 (Fri), 14:40-17:50 Instructor: TOKUSUE Sayako

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

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

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

4) ◆ Session 7 & 8: January 13 (Fri), 14:40-17:50 Instructor: TANI Midori

“Environmental Policy”

Many kinds of efforts are needed to cope with the environmental problems. For example, creation of a law is an important step, but it would not have an effect without activities to ensure the compliance. How can we ensure compliance? The government must act, but there are also other important actors. Who are they? We will look into different actions to protect the quality of water and air, and the global environment. Students will be encouraged to think about means for protecting the environment from diverse viewpoints and ask questions.

\* Required text

Japan's Environmental Policy

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

**Evaluation Method**

Students will be evaluated based on the following factors:

- a) In-class participation 20%
- b) Reports 80%

Grades for the course will be assigned as follows:

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

<b>Course Title</b>	<b>Chinese Corporate and Securities Law</b>
<b>Instructor(s) /Position</b>	Xiao-chuan WENG / Visiting Professor / School of Law
<b>Day and Period</b>	- Wednesdays on Nov. 30, Dec. 7, Dec. 14, Jan. 11, Jan. 18 - 3 <sup>rd</sup> (13:00-14:30), 4 <sup>th</sup> (14:40-16:10), and 5 <sup>th</sup> (16:20-17:50) periods
<b>Credit(s)</b>	2
<b>E-mail</b>	xiaochuan.weng@unsw.edu.au

<b>Objectives and Outline</b>
<p>The primary objective of this course is to develop a sophisticated and practical understanding of a number of relevant areas of law, which are concerned with company and securities in China. There are four further "legal system" objectives:</p> <ul style="list-style-type: none"> <li>■ To understand the principal institutions in the Chinese legal system and their purpose and functions</li> <li>■ To familiarize students with the body of Chinese and comparative sources of the law, commentary and criticism in the field</li> <li>■ To appreciate the contextual factors that influence the operation of the law and the impact the law has on society, politics, the economy and culture</li> <li>■ To develop your skills in analyzing and applying the relevant law to real legal problems</li> </ul>
<b>Goal of Study</b>
<p>Students who have successfully completed this course should be able to:</p> <ul style="list-style-type: none"> <li>■ Demonstrate knowledge and understanding of the Chinese company law and securities law relevant to the topics covered in the subject</li> <li>■ Make use of rules and regulations issues by the regulatory bodies, when assessing the state of the law</li> <li>■ Identify and analyze the legal issues that typically arise in the subject area</li> <li>■ Evaluate legal rules in this area from a comparative perspective</li> </ul>
<b>Content and Course Schedule</b>
<p>Indeed, most comparative law courses or Chinese law courses do not address in depth the Chinese corporate and securities laws which are so crucial for doing business in China. As an emerging market, China has established a corporate regulatory regime very different from its counterparts in Western countries. There are so many distinctive Chinese characteristics in the</p>

corporate and securities laws which foreigners will find very interesting and sometimes puzzling. Recognizing the growing importance of China in the new world economy, this course is developed to address an area of both academic and practical importance. It will provide students with an opportunity to study selected issues of corporate and securities laws in greater detail than can be covered in the typical introductory Chinese law course. The course examines the Chinese law by comparison primarily with its Australian counterpart. Introduction and China at a glance

- The Chinese Market and legal system: a capital market perspective
- Chinese financial markets and regulatory framework Incorporation and Corporate personality
- Corporate governance: an overview and assessment Directors' duties and independent directors Bankruptcy laws
- Fundraising and Regulatory regime: IPO
- Takeover (1): the overall framework
- Takeover (2): Detailed the rules of listed firm takeover
- Insider Trading

1) Nov. 30: Session 1: Discussing the change of Chinese economic landscape and development logics

2) Nov. 30: Session 2: Discussing the change of Chinese economic landscape and development logics

3) Nov. 30: Session 3: The implication of law and economics in China

4) Dec. 7: Session 4: Basic theory of corporate and securities law

5) Dec. 7: Session 5: Basic theory of corporate and securities law

6) Dec. 7: Session 6: Basic theory of corporate and securities law

7) Dec. 14: Session 7: Incorporation requirements and practice legal arrangements

8) Dec. 14: Session 8: Incorporation requirements and practice legal arrangements

9) Dec. 14: Session 9: Incorporation requirements and practice legal arrangements

10) Jan. 11: Session 10: Basic theory of corporate finance

11) Jan. 11: Session 11: IPO regulations for going public firms

12) Jan. 11: Session 12: IPO regulations for going public firms

13) Jan. 18: Session 13: Theoretical aspects of takeover and law

14) Jan. 18: Session 14: Rules of takeover and hostile takeover in China

15) Jan. 18: Session 15: Theory and debate of insider trading regulation and reality in China

**Evaluation Method**

In-class participation 20%, examination 70%, attendance 10%

Grades for the course will be assigned as follows:

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

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

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

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

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

**Textbook and References**

There will be readings for each class except for the first class. Readings will be sent to class participants in due course.

<b>Course Title</b>	<b>Japanese Business and Economy A</b>	
<b>Instructor(s) /Position</b>	Dan Qin, Associate Professor, Graduate School of Economics	
<b>Day and Period</b>	Tuesday, 8:50-10:20	First Class: October 4
<b>Credit(s)</b>	2	
<b>E-mail</b>	dan.luke.qin@gmail.com	

<b>Objectives and Outline</b>
This course studies the behavioral foundations of Japanese business and economics. The objective of this course is twofold. In the first place, students will learn basic microeconomic methods in modelling individual behavior. In the second place, we will introduce and discuss several examples of non-standard behavior that are common among Japanese people. We will then discuss the modelling of such types of behavior.
<b>Goal of Study</b>
Upon the completion of this course, students will come to understand the difference between real life decision making (in the case of Japanese people) and the behavioral patterns assumed by classical economic theory. Students are also expected to be able to build simple models explaining nonstandard behavior.
<b>Content and Course Schedule</b>
We will first introduce the economic sense of “rationality” and then discuss several typical behavior deviating from this hypothesis. At the end of this class, students will give presentations about typical nonstandard behaviors in their own culture.
1) Orientation and introduction
2) Rational decision maker in the economic sense: Preference maximization hypothesis
3) Properties of preference and utility
4) Uncertainty and risk
5) Strategic behavior: Non-cooperative game
6) Giri: The Japanese social obligation
7) Honne to Tatemae: Private vs. public stance in Japan
8) Modelling Giri and Honne to Tatemae: Choice with social norm
9) Kenkyo: The Japanese virtue of modesty
10) Modelling Kenkyo: Multi-dimensional choice



11) Shundan Ishiki: Japanese group consciousness
12) Modelling Shundan Ishiki: Cooperative game
13) Kiritsuteki (Following rules) and choosing as sampling
14) Student Presentation <i>Week 14 and 15 are reserved for student to make presentations about examples of nonstandard behavior in their own culture.</i>
15) Student Presentation <i>Week 14 and 15 are reserved for student to make presentations about examples of nonstandard behavior in their own culture.</i>
<b>Evaluation Method</b>
Students will be evaluated by class participation (40%) and presentation (60%).  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>
Davis R. J., Ikeno O., 2002. The Japanese Mind: Understanding Contemporary Japanese Culture, Tuttle Publishing, Tokyo. Jehle G. A., Reny P. J., 2011. Advanced Microeconomic Theory, Third Edition. Prentice Hall, Harlow.
<b>In addition</b>
Prerequisite: Intermediate (undergraduate) microeconomics

<b>Course Title</b>	<b>Business Communication A</b>	
<b>Instructor(s) /Position</b>	Professor Ray Roman	
<b>Day and Period</b>	Thursday 14:40-16:10	First Class: 2016-10-06
<b>Credit(s)</b>	2	
<b>E-mail</b>	professor@rayroman.net	

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

12) Student Presentations-b (evaluated)
13) Student Presentations (continued) and/or video on presentation skills
14) Review of student presentations
15) Summary of Course and Q&A
<b>Evaluation Method</b>
Homework 35%      Test 25%      Presentation 30%      Participation 10%
Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
There is no textbook. Materials will be distributed by email.
<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.)

<b>Course Title</b>	<b>Career Development</b>	
<b>Instructor(s) /Position</b>	Yoshinobu (Yoshi) Nakamura /Lecturer	
<b>Day and Period</b>	Tuesday, 13:00-14:30	First Class: Oct.4 <sup>th</sup> , 2016
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:yo.nakamura@relo.jp">yo.nakamura@relo.jp</a> <a href="mailto:yoshinakamura100@bea.hi-ho.ne.jp">yoshinakamura100@bea.hi-ho.ne.jp</a>	

<b>Objectives and Outline</b>
<p>This course offers the opportunity to learn theories of basic career development. Also to acquire basic knowledge of Japanese society, typical Japanese companies as well as multinational companies, useful in developing know-how and skills to be later used in job-hunting activity. In addition, by introducing the concepts of career development and company lifestyle, through the curriculum and active classroom discussion this course will also give valuable insight toward selection of one's future career. Further, this course will offer practical guidance in matters of Japanese business etiquette, and essential tips for effective resume preparation, as well as an understanding of company meeting protocol and polishing one's presentation skills.</p>
<b>Goal of Study</b>
<ol style="list-style-type: none"> <li>1. Students, to learn the basic theories of career development that can be applied to the future of social life.</li> <li>2. Opportunity for enrollee to consider work as existing both in the framework of business society as well as together with one's life overall.</li> <li>3. Goal is to gain the necessary knowledge and improve skill at interpersonal relations in order to become a fulfilled member of society and enhance one's value as a perspective employee.</li> <li>4. Master communication skills for information gathering regarding job-hunting activity about Japanese companies or other multinational companies.</li> <li>5. Wright a short essay the title "My Career Plan starting at present up to the next five to ten years".</li> </ol>

## Content and Course Schedule

The course will be interactive and experience-based, so positive and pro-active participation of the self-motivated enrollee is both encouraged and expected.

The course will aim to give the enrollee the ability to shape and guide his/her career by building on one's own experience, led by an instructor with a wealth of long-term job experience in personnel matters at a major Japanese multinational corporation, who will work with enrollee to assist and give advice and tips throughout the duration of the course.

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

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

### Introduction

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

Distribution & Assignment

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

2) October 11<sup>th</sup>

### Overview of Career Development Theories

The basic theory of career development

Career Development Theories for the past 75 years

3) October 18<sup>th</sup>

### Career planning

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

Distribution : My Life & Career Planning Work Sheet

Lean In:Ch.2&4 :Sheryl Sandberg

<p>4) October 25<sup>th</sup></p> <p>The Basic Principles of Japanese Management How Japanese Companies Work. Distribution &amp; Reading assignment : Copy of Japanese Human Resource Management Ch. 1&amp;15 :Hideo Ishida</p>
<p>5) November 1<sup>st</sup></p> <p>Japanese Human Resource Management practices Japanese Human Resource Management :Hideo Ishida Distribution &amp; Reading assignment : 21<sup>st</sup>-Century Japanese Management Ch.4&amp;9 : J C. Abegglen : The Career Interest Questionnaire</p>
<p>6) November 8<sup>th</sup></p> <p>A look at Japanese companies at present A look at why Japanese companies hiring non-Japanese employees, and what these companies hope to gain from hiring exchange students to Japan</p>
<p>7) November 15<sup>th</sup></p> <p>The Japanese employment practices in Japan Regular annual hiring and in-house human resource development Distribution : Career Option Work Sheet</p>
<p>8) November 22<sup>nd</sup></p> <p>Learning more about Japanese companies In what type of companies are you most interested? In what kind of work? How to find out for what type of company and jobs you may be best suited</p>
<p>9) November 29<sup>th</sup></p> <p>Japanese business etiquette Keys to success in working effectively in a Japanese company with local employees Distribution &amp; Assignments: Quiz Seating order Please make Your Job Hunting Resumes to your interest company with letter. Send by e-Mail by weekend and bring a copy to the next class</p>

10) December 6<sup>th</sup>

Job Resumes

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

Distribution & Assignments: Sample Resumes and Cover Letter

Interview Work Sheet

11) December 13<sup>th</sup>

Job Interviews

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

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

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

12) December 20<sup>th</sup>

Strategic Workshop

Round-table free discussion with a senior executive for a major Japanese multinational company

Guest speaker will be announced later.

13) January 10<sup>th</sup>

Final Presentation 1<sup>st</sup> group

"My Career Plan" five to ten years from now. Use PPT.

14) January 17<sup>th</sup>

Final Presentation (continued) 2nd group

"My Career Plan" five to ten years from now.

15) January 24<sup>th</sup>

Final Presentation (continued) 3<sup>rd</sup> group

"My Career Plan" five to ten years from now.

Wrap up Class.

Distribution: "Willing to Learn" by K.Matsushita.

**Evaluation Method**

**There will be no written tests.**

**Class Attendance 10%**

**Participation in class discussion, etc. 20%**

**Assignments and homework 20%**

**Final presentation 20%**

**A short article of the title "My Career Plan" (5-10 pages in length).**

**To be submitted first of January. 30%**

Grades for the course will be assigned as follows:

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

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

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

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

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

**Textbook and References**

Reading Material will be provided in the class

Japanese Human Resource Management Ch. 1&15:

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

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

Author: J C. Abegglen

THE SHIFT The Future of Work portion

Author: Lynda Gratton

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

Author: Sheryl Sandberg

**In addition**

Details regarding the schedule may subject to change.

Students should

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



<b>Course Title</b>	<b>History of Political Economy</b>	
<b>Instructor(s) /Position</b>	Yutaka Furuya, Associate Professor, Graduate School of Economics and Management	
<b>Day and Period</b>	Monday 10:30-12:00	First Class: October 3
<b>Credit(s)</b>	2	
<b>E-mail</b>	furuya@econ.tohoku.ac.jp	

<b>Objectives and Outline</b>
The course will trace some of the pivotal thinkers and ideas that have had deep influence on the development of economic science. The course involves reading primary source material, conducting class discussion, making group presentations and writing an essay.
<b>Goal of Study</b>
Students will: - acquire a knowledge of the various schools of economic thought - increase one's understanding of why the study of economics has changed over time
<b>Content and Course Schedule</b>
- On the History of Economic Thought - The Mercantilist School - The Classical School - Karl Marx - The Marginalist School - John Maynard Keynes
1) October 17 Course Orientation
2) October 24 The present situation of Economics
3) October 31 Thomas Mun and David Hume
4) November 7 Classical school of economics
5) November 14 Karl Marx

6) November 21 L. Walras and A. Marshall
7) November 28 J. M. Keynes
8) December 5 J. Hicks and P. Samuelson
9) December 12 Chicago school of economics
10) December 19 The state of economics just before the crisis
11) December 26 Reading Week
12) January 16 The recent economic crisis and economics
13) January 23 Final presentation
<b>Evaluation Method</b>
<ul style="list-style-type: none"> <li>- Class participation and contribution (50%)</li> <li>- Final presentation (25%)</li> <li>- Essay (25%)</li> </ul> <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>Most of the primary source materials used in this course are provided on-line.</p> <p>For those of you who are looking for preliminary readings on the subject, I recommend the following books:</p> <ul style="list-style-type: none"> <li>- <i>The Worldly Philosophers: The Lives, Times And Ideas Of The Great Economic Thinkers</i> by Robert L. Heilbroner</li> <li>- <i>A History of Economics: The Past as the Present</i> by John Kenneth Galbraith</li> <li>- <i>In the Shadow of Adam Smith: Founders of Scottish Economics 1700-1900</i> by Donald Rutherford</li> </ul>

<b>In addition</b>
Course schedule above is provisional.

<b>Course Title</b>	<b>Microeconomics I</b>	
<b>Instructor(s) /Position</b>	Dan Qin, Associate Professor, Graduate School of Economics	
<b>Day and Period</b>	Tuesday, 14:40-16:10	First Class: October 4
<b>Credit(s)</b>	2	
<b>E-mail</b>	dan.luke.qin@gmail.com	

<b>Objectives and Outline</b>
<p>This is a graduate level microeconomic course for first year master students and advanced undergraduate students. The purpose of this course is to lay down foundations for more advanced courses in economic theory. We will cover consumer theory, theory of the firm, partial equilibrium, introductory game theory, and general equilibrium.</p> <p>This course is the first in a sequence of two, designed for students who have an advanced knowledge of intermediate (undergraduate) microeconomics.</p>
<b>Goal of Study</b>
<p>Upon the completion of this course, students are expected to understand the following topics both intuitively and mathematically.</p> <ol style="list-style-type: none"> <li>1. Consumer decision making</li> <li>2. Producer decision making</li> <li>3. Market structure and partial equilibrium</li> <li>4. Basic concepts of game theory</li> <li>5. General equilibrium</li> </ol>
<b>Content and Course Schedule</b>
<p>We will start with the classical theory of consumer choice and then move to the behavior of the firm. After that, we will study how different market structures affect market equilibrium, via applications of basic game theory. Finally, we will study general equilibrium.</p>
<p>1) Introduction and review of mathematical tools <i>Chap. A1 and A2</i></p>
<p>2) Consumer theory <i>Chap. 1.1-1.3</i></p>
<p>3) Consumer theory <i>Chap. 1.4-1.5</i></p>

4) Consumer theory <i>Chap. 2.1-2.2</i>
5) Consumer theory <i>Chap. 2.3</i>
6) Consumer theory <i>Chap. 2.4</i>
7) Theory of the firm <i>Chap. 3.1-3.4</i>
8) Competitive market <i>Chap. 3.5-4.1</i>
9) Introductory game theory <i>Chap. 7.1-7.2</i>
10) Introductory game theory <i>Chap. 7.3.1-7.3.5</i>
11) Imperfect competition <i>Chap. 4.2</i>
12) Imperfect competition <i>Chap. 4.3</i>
13) General equilibrium <i>Chap. 5.1-5.2</i>
14) General equilibrium <i>Chap. 5.3-5.5</i>
15) Final exam
<b>Evaluation Method</b>
Students will be evaluated based on attendance and in-class participation (30%), and the final exam (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%)
<b>Textbook and References</b>
Jehle, G. A., Reny, P. J., 2011. Advanced Microeconomic Theory, Third Edition. Prentice Hall, Harlow.

<b>In addition</b>
Prerequisite: Intermediate (undergraduate) microeconomics

<b>Course Title</b>	<b>Economic History of Western Europe</b>	
<b>Instructor(s) /Position</b>	Yoh Kawana, Professor	
<b>Day and Period</b>	Tuesday, 10:30-12:00	First Class: October, 4th
<b>Credit(s)</b>	2	
<b>E-mail</b>	kawana@econ.tohoku.ac.jp	

<b>Objectives and Outline</b>
<p>This lecture series is designed to explore the history of two leading industrial nations, Britain and Japan, by putting them into a comparative perspective. Precocious urbanization, industrialization and commercialization explain the resilience of both economies, but their institutional and social settings, which could either promote or restrain economic performance and business practices, were markedly different. The histories of the two countries diverged and converged as they reacted to fresh economic realities. They show up how scarce resources were allocated and the problems of inefficiency ameliorated under different social and political circumstances.</p>
<b>Goal of Study</b>
<ul style="list-style-type: none"> <li>• Students are expected to develop a critical view of the comparative approach to Economic History and to assess its strengths and weaknesses.</li> <li>• Students are also expected to understand how economic problems are closely linked with political and social issues and to familiarize themselves with Economic History as a context dependent field of study.</li> </ul>
<b>Content and Course Schedule</b>
<p><i>Comparison</i> is a complex intellectual technique successfully adopted by eminent economists and historians, such as Smith, Weber, Braudel, and North. The comparative approach is also implicit in studies of Economic History in general. The following discussion mainly covers the early modern period (c.1550-1850) when both Britain and Japan started to build the foundation of a modern capitalist economy, but students are encouraged to study the two economies in a broader historical context.</p>
1) Introduction
2) The Industrial Revolution: A critical view (I)
3) The Industrial Revolution: A critical view (II)
4) The rural origin of the modern Japanese economy (I)

5) The rural origin of the modern Japanese economy (II)
6) The advanced organic economy of early modern England (I)
7) The advanced organic economy of early modern England (II)
8) Proto-industrialization in the East and the West
9) Urbanization: Concepts and theories
10) The making of urban England (I)
11) The making of urban England (II)
12) Commercializing <i>Edo</i> Japan
13) The development of civic corporation (I)
14) The development of civic corporation (II)
15) Conclusion
<b>Evaluation Method</b>
Term papers: 80%/ Participation: 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>
Hayami, A., Saito, O., and Toby, R. P., eds., <i>The economic history of Japan: 1600-1990</i> (Oxford, 2004). Hall, J. W. ed., <i>The Cambridge History of Japan</i> , vol. 4 (1991). Reading materials will be suggested in the opening session.



<b>Course Title</b>	<b>Nonprofit Organization</b>	
<b>Instructor(s) /Position</b>	Yuko Nishide	
<b>Day and Period</b>	Monday 3 (13:00-14:30)	First Class: October 17
<b>Credit(s)</b>	2	
<b>E-mail</b>	ynishide@econ.tohoku.ac.jp	

<b>Objectives and Outline</b>
This course aims at providing basic knowledge and ideas on <b>nonprofit organizations</b> striving to solve various social problems and to create social values, and social capital. Topics relating to nonprofit organizations and social capital are discussed through lectures, student presentations and discussions.
<b>Goal of Study</b>
On successful completion of the course, students may expect to <ul style="list-style-type: none"> <li>- understand the basic concepts, role and development of nonprofit organizations</li> <li>- understand management and leadership of nonprofit organizations</li> <li>- comprehend the state and challenges facing nonprofit organizations</li> <li>- think through how to solve such problems and make recommendations</li> </ul>
<b>Content and Course Schedule</b>
The following topics relating to nonprofit organizations and social capital are examined through lectures, student presentations and discussions: <ul style="list-style-type: none"> <li>- Theory, Significance, International and Regional Comparison</li> <li>- Historical development, state and challenges</li> <li>- Management (mission, HRM, funding, accountability)</li> <li>- Cross-sector Partnership (Nonprofits, Business, Government, University)</li> <li>- Advocacy, Public Policy and Social Impacts</li> </ul>
1) October 17      Guidance
2) October 24      Concept and Mission of Nonprofit Organizations
3) October 31      Service Provision and Advocacy
4) November 7      Social Capital
5) November 14    Social Entrepreneurship
6) November 21    Giving and Volunteering
7) November 28    Human Resource Management
8) December 5      Leadership
9) December 12    Fundraising, Performance and Accountability

10) December 19	Cross-sector Partnerships
11) January 16	Student Presentations
12) January 23	Student Presentations and Wrap up
13) -15) TBA	Visiting nonprofit organizations or guest lectures or service learning
<b>Evaluation Method</b>	
Presentations and research paper (50%)	
In-class participation (discussions and minute paper) (50%)	
Grades for the course will be assigned as follows:	
AA.....Excellent (90-100%)	
A..... Good (80-89%)	
B..... Fair (70-79%)	
C..... Passing (60-69%)	
D..... Fail (0-59%)	
<b>Textbook and References</b>	
Akingbola, Kunle (2015) <i>Managing Human Resources for Nonprofits</i> , Routledge.	
Cnaan, Ram A. and Vinokur-Kaplan, Diane, eds. (2015) <i>Cases in Innovative Nonprofits: Organizations that Make a Difference</i> , SAGE Publications.	
Crutchfield, Leslie R. and Grant, Heather M. (2012) <i>Forces for Good: The Six Practices of High-Impact Nonprofits</i> , Jossey-Bass.	
Nishide, Yuko (2009) <i>Social Capital and Civil Society in Japan</i> , Tohoku University Press.	
Osborne Stephen P. (2013) <i>Voluntary and Not-for- Profit Management</i> , SAGE.	
Ott, Steven J. and Dicke, Lisa A. eds. (2016a) <i>The Nature of the Nonprofit Sector, 3<sup>rd</sup> edition</i> , Westview Press.	
Ott, Steven J. and Dicke, Lisa A. eds. (2016b) <i>Understanding Nonprofit Organizations: Governance, Leadership and Management, 3<sup>rd</sup> edition</i> , Westview Press.	
Perry, James L. ed. (2009) <i>The Jossey-Bass Reader on Public and Nonprofit Leadership</i> , John Wiley & Sons, Inc.	
* How to get a copy of the textbook and readings is announced at the first class.	
Additional readings are suggested at class.	
<b>In addition</b>	
Reviewing the textbook is required for effective discussions and presentations.	
【Contact】 E-mail: ynishide@econ.tohoku.ac.jp	
【Office Hour】 by appointment through email	

<b>Course Title</b>	<b>Global Company Research</b>	
<b>Instructor(s) /Position</b>	Yoshinobu NAKAMURA, Masahiko FUJIMOTO, Tomoatsu SHIBATA, Osamu TAKAHASHI	
<b>Day and Period</b>	Tuesday 18:00-19:30	First Class: Oct 4 <sup>th</sup>
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:osamu.takahashi.b3@tohoku.ac.jp">osamu.takahashi.b3@tohoku.ac.jp</a> <a href="mailto:yo.nakamura@relo.jp">yo.nakamura@relo.jp</a> Office hour: Appointment necessary in advance by e-mail	

<b>Objectives and Outline</b>
The purpose of this class is to understand global business strategies and human resource management of Japanese companies. In each class, guest speakers are invited from a global (Japanese) company and give us a lecture on global business in English.
<b>Goal of Study</b>
The goal of this class is to understand real global business strategies of (Japanese) companies and to give students a picture of working in Japanese companies and establishing their career in them.
<b>Content and Course Schedule</b>
In each class, guest speakers are invited from a global Japanese company and give us a lecture on global business in English. As guest speakers are invited from diverse industries (e.x. ICT, manufacturing, retailer, trading, finance and so on), students are able to know strategies of various industries. *See the attached flyer “Global Career Seminar” for guest speakers’ info
1) Orientation Yoshinobu Nakamura
2) Guest speaker’s lecture
3) Guest speaker’s lecture
4) Guest speaker’s lecture
5) Guest speaker’s lecture
6) Guest speaker’s lecture
7) Guest speaker’s lecture

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

# Global Career Seminar

## グローバルキャリアセミナー

10 / 4

### オリエンテーション [履修登録者参加必須]

Orientation [Required if registered for the class]

1

10 / 11

### ファーストリテイリング (ユニクロ)

FAST RETAILING CO., LTD. (UNIQLO)

2

10 / 18

### 富士フイルム

FUJIFILM Corporation

3

10 / 25

### 日本たばこ産業 (JT)

Japan Tobacco Inc.

4

11 / 1

### 丸紅

Marubeni Corporation

5

11 / 8

### 日本アイ・ビー・エム

IBM Japan

6

11 / 15

### UDトラックス

UD Trucks

7

11 / 22

### 日産自動車

NISSAN MOTOR CO., LTD

8

11 / 29

### 日立製作所

Hitachi, Ltd.

9

12 / 6

### 欧州復興開発銀行

European Bank for Reconstruction and Development

10

12 / 13

### 三井住友銀行 (SMBC)

Sumitomo Mitsui Banking Corporation

11

12 / 20

### YKK

YKK CORPORATION

12

1 / 10

### 小松製作所 (コマツ)

Komatsu Ltd.

13

1 / 17

### 三菱総合研究所 (MRI)

Mitsubishi Research Institute, Inc.

14

1 / 24

### パナソニック

Panasonic Corporation

本セミナーは、経済学部専門教育科目「Global Company Research」として開講し、履修登録者以外にTGL学生及び外国人留学生のみ各回の聴講を認めるものです。全回に参加を希望し、履修登録が可能な場合は、履修登録を行ってください。

These seminars are held as a part of the class "Global Company Research". Each seminar is open for auditing only to TGL students and all international students. Those who wish to attend all of the seminars shall register for the class.

For TGL students  
& All Int'l Students

TGLポイント対象  
(③行動カサブプログラム)

経済学部専門教育科目  
"Global Company Research"  
※経済学部学生以外も履修可能

<b>Course Title</b>	<b>Financial Engineering</b>	
<b>Instructor(s) /Position</b>	<b>Ryozo Miura / Visiting Professor</b>	
<b>Day and Period</b>	Wednesday. 13:00-14:30	First Class: October 5
<b>Credit(s)</b>	2	
<b>E-mail</b>	E-mail address will be announced at the first class meeting.	

<b>Objectives and Outline</b>
Financial Engineering treats financial risks. It has developed many financial-risk hedging tools such as forwards/futures, swaps, options and many other new financial instruments. They are all called derivatives in general. They came up after a certain development of portfolio analysis. In this course, we will look at their concepts/roles and financial risks with risk managements. The derivative pricing theory will be briefly explained without a heavy mathematics. The statistical models for risk measurements will be briefly explained with resulting statistics.
<b>Goal of Study</b>
Aim of this course is that students acquire sure quantitative and structural views of the variety of new financial instruments and of risk management frameworks that are practiced in our modern financial markets. It is the important financial aspects of our current economy.
<b>Content and Course Schedule</b>
Items in each class are listed in the following.
<b>1) October 5. Financial Risk: Market Risk</b> Market Risk of Stocks and Stock Portfolio. Market risk for interest rates. Portfolio diversification. Systematic Risk and specific risk (to be diversified). Value at Risk and Short fall and regulatory required capital Risk hedging with Futures and Options(Call and Puts)
<b>2) October 12. Financial Risk: Credit Risk</b> Probability of default and credit rankings. Merton Model. Credit risk in Bonds and Bank loans. Statistical approaches to measure the credit risk (probability of default) Hedge with derivatives (Credit default swaps)

<p><b>3) October 19. Financial Risk: Operational risk</b></p> <p>Business line and units.</p> <p>Statistical approaches to measure the operational risk</p> <p>Regulatory capitals required for each financial risks.</p>
<p><b>4) October 26. Portfolio : Optimizations</b></p> <p>Brief view to Mean variance approach.</p> <p>Portfolio and its market risk(VaR and ShortFall)</p> <p>Briefly on CAPM (Capital Asset Pricing Model)</p>
<p><b>5) November 2. Portfolio: Bond portfolio</b></p> <p>Interest rates and Yield curve.</p> <p>Credit and credit transform.</p> <p>Bond portfolio and Loan portfolio with their current value and those of one year later.</p> <p>Regulatory Capital Requirements.</p> <p>Interest rates swaps.</p>
<p><b>6) November 9. Securitization</b></p> <p>Securitization scheme (CDO) and its merit under regulations</p> <p>Hedge with Credit default swap (CDS).</p>
<p><b>7) November 16. Financial Crisis: Subprime Home Loans.</b></p> <p>Originate-to- Distribute business model.</p> <p>Traditional securitization and twice-securitized security(CDO square)</p> <p>Synthetic CDO.</p>
<p><b>8) November 30. Derivatives: More on Options</b></p> <p>Rather details for Call and Put Options.</p> <p>Put-Call parity.</p> <p>Black-Scholes Pricing Formula and Replication of options.</p> <p>Portfolio Insurance and Black Monday on year 1987.</p>
<p><b>9) December 7. Derivatives: More on Options</b></p> <p>Option types: European and American. Path-dependent and independent.</p> <p>Barrier Options and other Exotic derivatives.</p> <p>Derivatives on Exotic underlying variables: weather derivatives.</p>
<p><b>10) December 14. Derivatives: More on Swaps</b></p> <p>Role of Interest rate Swaps. Swap rates and swap spreads.</p> <p>Counter party risk with credit risk.</p> <p>Cap and Caplets Floor and Floor-lets.</p>
<p><b>11) December 21. Derivatives : Innovations</b></p> <p>Structures Bonds: Derivatives imbedded in Coupons of Bonds.</p>

CoCo Bonds (Contingent Convertible Bond) and Systemic Risk
<p><b>12) January 11. Historical Developments of Derivatives and Financial Markets</b></p> <p>LTCM failure and Financial Markets</p> <p>Systemic risk and Liquidity risk</p>
<p><b>13) January 18. Theory and Practice in Finance.</b></p> <p>CAPM (Capital Asset Pricing Model) and Beta.</p> <p>APT (Arbitrage Pricing Theory) and Multi-factor model.</p> <p>Fama and French Model.</p> <p>Derivative Pricing Theory and Real Markets</p> <p>Do the basic models in Theory really fit to the reality of Markets?</p> <p>How do we use Theory in Practice?</p>
<p><b>14) January 25. Final Examination</b></p>
<p><b>Evaluation Method</b></p> <p>The course work of Students will be evaluated based on class participation (10%), homework (50%) and final examination (40%).</p> <p>Grades 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.....Fail (0-59%)</p>
<p><b>Textbook and References</b></p> <p>Class materials are taken mainly from the following four books:</p> <p>: [Theory of Financial Decision Making] by Jonathan E. Ingersoll Jr (Rowman &amp; Littlefield publisher. 1987) for mean-variance analysis,</p> <p>: [Options, Futures and Other Derivatives] by John C. Hull (Pearson Prentice Hall, Pearson International Edition. sixth edition 2006. There came out 9<sup>th</sup>. Edition this year that includes more recent topics such as financial crisis) for derivatives.</p> <p>Then,</p> <p>: [The Essentials of Risk Managements. 2<sup>nd</sup> edition] by Michel Crouhy, Dan Galai and Robert Mark (McGraw Hill Education 2014) for risk management. And</p> <p>: [RISK Management] by M. Crouhy, D. Galai and R. Mark (McGraw Hill 2001) for more technical and/or engineering aspects.</p>



: Quite detailed outline (Hand-out) of my class materials will be delivered at each class.

**In addition**

Please review or prepare the knowledge on

: Basic Financial Instruments: Bonds and Stock. Financial Markets.

: Basic Mathematics: Linear Algebra and Calculus

Office hours will be held at DSSR office right after the class for one hour

<b>Course Title</b>	<b>Food Economics</b>	
<b>Instructor(s) /Position</b>	Keiichi Ishii Assoc. Prof., Department of Resource and Environmental Economics, Graduate School of Agricultural Science	
<b>Day and Period</b>	Thursday, 10:30 – 12:00	First Class: October 6.
<b>Credit(s)</b>	2	
<b>E-mail</b>	ishiik@bios.tohoku.ac.jp	

<b>Objectives and Outline</b>
This course will examine problems concerning agricultural and food production and a variety of policy design from economic perspectives. After the presentation on agriculture and food production in Japan and the discussion on related policy issues, we will share the current situation and problem of agriculture, food production and consumption in the countries of participants. Class will take seminar form.
<b>Goal of Study</b>
Students will come to understand current situation and problems on agriculture and food sector in different countries through comparative approach.
<b>Content and Course Schedule</b>
This course will start from October 6. We will explain course schedule on the first day of class.
1) Introduction
○Agriculture, food economy and policy design in Japan
2) Structural change of food production and trends in food consumption
3) Policy design for agricultural production and food security
4) Agriculture and the environment
5) Comparative approach for agricultural and food economy
○Agriculture, food economy and policy design in your country
8) Current agricultural situation
9) Policy issues on food production
10) Agricultural modernization and structural changes
11) Agricultural production and poverty reduction
12) Discussion and understanding from comparative approach

**Evaluation Method**

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

Grades for the course will be assigned as follows:

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

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

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

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

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

**Textbook and References**

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

(<http://www.maff.go.jp/e/data/publish/index.html#Annual>)

Documents published by OECD

( <http://www.oecd.org/agriculture/agricultural-policies/>)

## IPLA Research Project

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

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

### Application Procedures

1. Contact the instructor of the course you want to join to make an appointment.
2. Meet the instructor and discuss your topic and study plan
3. Fill out the Proposal for IPLA Research Project form and obtain the instructor's approval
4. Submit the proposal form to the Student Exchange Division by October 31.

### Past Researches by students

Frontal Lobe Activity and its Relevance for the Theories of Action

Philosophy of Language

Child Labor in Cambodia

Production and Export of Rice in Vietnam

Introduction to Linguistics

## IPLA Research Project

Field of Study	<b>Development Economics, Agricultural Economics</b>
Semester	Fall 2016
Credits	<input checked="" type="checkbox"/> 1 credit <input checked="" type="checkbox"/> 2 credits                      Depends on student's demand.
Instructor	Nina Takashino, Assistant professor
Department	Graduate School of Agricultural Science, Laboratory of International Development Study
Instruction	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group                      Depends on student's demand.
Contact Email	ntakashino@bios.tohoku.ac.jp
Office	#207 Food Processing Laboratory, Amamiya Campus (4) on Amamiya Campus map <a href="http://www.tohoku.ac.jp/map/en/#">http://www.tohoku.ac.jp/map/en/#</a>
Office Hours	12:00-13:00, Thursday
Possible Topics/Themes	
<p>Please choose one or two of following themes and specify your focus.</p> <p>A) Any research topic related to rural development or food issues in student's country or Japan. e.g. gender and development, poverty alleviation, food safety</p> <p>B) Econometrics (numerical analysis) and practical software skill.</p> <p>C) Economics theory: Microeconomics, Macroeconomics, Development economics</p>	
Objectives	
<p>A) To improve literature review skill and deepen understanding on your topic.</p> <p>B) To learn how to apply econometrics method and know how to use software (STATA or R)</p> <p>C) To learn advanced economics theory reading graduate level text book.</p>	
Notes	
<p>Topics/themes above is recommended, but your choice is not limited.</p> <p>Students can choose any topic related to economics or social science.</p>	

## IPLA Research Project

Field of Study	<b>Japanese Economic History</b>
Semester	Fall 2016
Credits	<input type="checkbox"/> 1 credit <input checked="" type="checkbox"/> 2 credits
Instructor	Hiroshi HASEBE, Professor
Department	Graduate School of Economics and Management / Faculty of Economics,
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group
Contact Email	hhasebe@econ.tohoku.ac.jp
Office	Graduate School of Economics and Management's Main Building Office No.512
Office Hours	Contact via e-mail
Possible Topics/Themes	
Japanese Economic History	
Objectives	
<p>The objectives of this course project are to develop students' abilities to understand the real historical figures and circumstances of the national economy in the modern and premodern Japan, and are to develop their logical, critical thinking power in the meaning of historical cause relationship.</p>	
Notes	
The maximum enrollment is three.	

## IPLA Research Project

Field of Study	<b>Philosophy of Information</b>
Semester	Fall 2016
Credits	<input type="checkbox"/> 1 credit <input checked="" type="checkbox"/> 2 credits
Instructor	Yuko Murakami
Department	Graduate School of Arts and Letters
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group
Contact Email	<a href="mailto:ymurakam@m.tohoku.ac.jp">ymurakam@m.tohoku.ac.jp</a>
Office	Room 339, Graduate School of Arts and Letters
Office Hours	By appointment
Possible Topics/Themes	
Agency and free will The concept of personality and information technology Social acceptance of robots	
Objectives	
The project aims either (1) at intensive reading of philosophical work and/or (2) at comparative study between student's home country and Japan in the subject. The first several weeks will be devoted to create a reading list for each student based on in-class discussion about interests and previous experiences. The rest consists of individual work with a weekly progress report.	
Notes	
Advanced students may have an opportunity to present their paper in conference in Fukuyama, Hiroshima prefecture in May 2017. Decision of application will be based on progress during the fall semester.	

# Proposal for IPLA Research Project

Name		Student ID	
Semester	Fall 2016	Expected Credit	( )1 ( )2
Field			
Topic/Theme			
Instructor	印	Department	
Instruction	( ) Individual ( ) Group		
Approximate Contact Hours (per week)		Approximate Self-study Hours (per week)	
Assignments		Final Report	

Summary of Proposal



**SAMPLE**

## Proposal for IPLA Research Project

Name		Student ID	
Semester	Fall 2016	Expected Credit	( ) 1 (✓) 2
Field			
Topic/Theme			
Instructor	印	Department	
Instruction	(✓) Individual ( ) Group		
Approximate Contact Hours (per week)	e.g. 2 hours	Approximate Self-study Hours (per week)	e.g. 2 hours
Assignments	e.g. Field research, reading	Final Report	e.g. 10 pages by Jan 31

Summary of Proposal

- According to the number of credits, please discuss the Contact Hours, Self-study Hours, Assignments, and Final Report with your instructor.