

## IPLA 2017-2018 Spring Course Description

Day	Hours	Course Title	Credit(s)	Room	Course Code	Instructor(s)	Eligibility
Mon	8:50-10:20	Universities in Japan and the World	2	A103, Kawauchi Campus	CB11141	AKIYOSHI YONEZAWA	
Mon	10:30-12:00	Japanese Corporate Culture, Decision-Making	2	C402, Kawauchi Campus	CB12140	CHIAKI SUEMATSU	
Mon	13:00-14:30	Japanese Communication Behaviors: Business	2	A303, Kawauchi Campus	CB13306	KIKUE YAMAMOTO	
Mon	13:00-14:30	Welfare Economy (Special Lectures)	2	Seminar Room 1 (101), Economics Building, Kawauchi Campus 第1演習室@経済学部棟	EB421	MIDORI WAKABAYASHI	3rd-4th year
Mon	16:20-17:50	Microeconomics II	2	Seminar room 401, New Humanities Building, Kawauchi Campus 第401演習室@文科系総合研究棟	EM2802	DAN QIN	3rd-4th year
Tue	8:50-10:20	Understanding Japan through Miyagi's Traditional Culture: Sparrow Dance (Set with Friday)	2	A101, Kawauchi Campus	CB21123	KAORI SHIMASAKI	
Tue	8:50-10:20	Japanese Business and Economy B	2	Small Lecture Room 2 (212), Multidisciplinary Research Building, Kawauchi Campus 第2小講義室@文科系総合講義棟	EB319	DAN QIN	
Tue	14:40-16:10	Development Economics	2	N212, Multidisciplinary Research Laboratory for Agricultural Science, Aobayama Campus (K01) 農学研究科総合研究棟 N212	AM6002	KATSUHIITO FUYUKI, NINATAKASHINO	
Tue	14:40-16:10	Understanding Japanese History	2	621, Graduate School of Arts and Letters, Kawauchi Campus 621演習室	LM12407	RUMI MATSUZAKI	
Wed	13:00-14:30	Internship Preparation	2	A403, Kawauchi Campus	CB33142	KAMIHITO TAKEUCHI	
Wed	14:40-16:10	Global Business Leadership	2	A403, Kawauchi Campus	CB34115	KAMIHITO TAKEUCHI	
Wed	14:40-16:10	International Project II	2	A205, Kawauchi Campus	CB43127	KAZUKO SUEMATSU	
Wed	16:20-17:50	History of Art in Ancient Eurasia	2	A103, Kawauchi Campus	CB35307	MITSURU HAGA	
Wed	16:20-17:50	International Project Building: Short Film Creation	2	A203, Kawauchi Campus	CB35308 CB35310	RYAN SPRING	
Thu	8:50-10:20	Geological Environment and Earthquake Disaster	2	No.2 lecture room (103 room), Civil Engineering and Architecture Education and Research Building, Aobayama Campus	-	MASATO MOTOSAKA	JYPE/IPLA
Thu	13:00-14:30	Aikido for Beginners	1	Gym, Kawauchi Campus	CB43378	TOSHIHIKO FUJIMOTO	
Thu	13:00-14:30	Practicum in Education for International Understanding	2	A204, Kawauchi Campus	CB43128	MINO TAKAHASHI	
Thu	13:00-14:30 14:40-16:10	Fieldwork on Society and Education in Japan	2	A405, Kawauchi Campus	CB43129	YUKAKO YONEZAWA	
Thu	14:40-16:10	Understanding Japan through Miyagi's Traditional Culture: Sendai Tanabata Festival	2	A101, Kawauchi Campus	CB44118	YUKA SAKAMOTO	
Thu	14:40-16:10	Business Communication B	2	Small Lecture Room 2 (212), Multidisciplinary Research Building, Kawauchi Campus 第2小講義室@文科系総合講義棟	EB305	RAYMOND ROMAN	
Fri	13:00-14:30	Understanding Japan through Miyagi's Traditional Culture: Sparrow Dance (Set with Tuesday)	2	A101, Kawauchi Campus	CB21123	KAORI SHIMASAKI	
Fri	13:00-14:30 14:40-16:10	Global Governance and Japan's International Cooperation	2	C306, Kawauchi Campus	CB53121	OSCAR GOMEZ	
Fri	13:00-14:30	Science, Technology and Industry of Japan	2	R115, International Exchange Building, Kawauchi Campus	-	YOSHIHITO SHIGENO	JYPE/IPLA
Fri	13:00-14:30	Introduction to Language Sciences (English)	2	M601 (Left side), Multimedia Education and Research Complex, Kawauchi Campus M601左	KM15330	PETER JOHN WANNER	
Fri	16:20-17:50	Karate and Japanese Culture	2	A105, Kawauchi Campus	CB55303 CB55304	BARRY KAVANAGH	
Fri	18:00-19:30	Regional Enterprises (Special Lectures)	2	Small Lecture Room 3 (213), Multidisciplinary Research Building, Kawauchi Campus 第3小講義室@文科系総合講義棟	EB432	MICHI FUKUSHIMA	3rd-4th year
-	-	Japanese	4 or more	The details will be instructed at IPLA Orientation (Apr. 5) Please also check the Guide <a href="http://www.he.tohoku.ac.jp/SJLE/JLPK/index-e.html">http://www.he.tohoku.ac.jp/SJLE/JLPK/index-e.html</a>		(Coordinators) KENSAKU SOEJIMA, HUJA BACKLEY	

Location:

[A \(Lecture Rooms A\)](#)

[B \(Lecture Rooms B\)](#)

[C \(Lecture Rooms C\)](#)

[Kawauchi Gym](#)

[Multimedia Education and Research Complex](#)

[International Exchange Building](#)

[Art and Letters](#)

[Economics](#)

[Law](#)

[New Humanities Building](#)

[Multidisciplinary Research Building](#)

[Multidisciplinary Research Laboratory for Agricultural Science](#)

[Civil Engineering and Architecture Education and Research Building](#)

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シラバス参照 Universities in Japan and the World

Subject	Problem/Project-Based Learning Seminar B
Day/Period/Place	Spring Semester Mon 1 川北キャンパスA103
Categories	General Education Subjects - Expansion Subjects-
Credit(s)	2
Object	全
Instructor (Position)	米澤 彰純 所属: インスティテューショナル・リサーチ室
Term	1セメスター
Course Numbering	ZDG-GLB808E
Language Used in Course	English

Class Subject	【展開ゼミ】Universities in Japan and the world-国際共修ゼミ-
Object and Summary of Class	This course is intended to generate the comprehensive understanding of the global context of universities in Japan and the world. Universities and higher education play an essential role in the contemporary knowledge based societies. At the same time, the characteristics of current universities are inevitably linked with the historical contexts, issues of access and equity, and the mobility perceived as brain gain/drain and brain circulation. The class covers the following topics; (1) historical origins and current trends of higher education in Japan and the world, (2) access, equity and finance in higher education in Japan and the world, (3) knowledge economy and higher education in Japan and the world, and (4) international dimensions in higher education. Across these topics, participants are expected to examine the role and value of universities in Japan and the world. For international students, this class provides a good opportunity to know more on the university life in Japan. For home students, you could know more on the international context of your university life.
Goal of Study	This course aims at the acquisition of basic knowledge, perspectives, and skills for making the most use of the learning experience at Tohoku University both for international and home students. Through the active participation to the presentations and discussions, students are expected to acquire the skills in communication in English under the multicultural settings, comparative examination and critical thinking.
Contents and Progress Schedule of the Class	<p>This course contains the classes based on the instruction and discussion, the presentation by individuals or groups (depending on the number of students). At the classes, students are expected to read the reading assignments prior to the class, and be prepared to make original comments and thoughts. The students are also requested to make presentations based on the assigned topics. The active discussions are highly recommended through the whole course.</p> <ol style="list-style-type: none"> <li>1) April 9, 2018 Introduction of the class. Setting the themes and topics.</li> <li>2) April 16, 2018 Historical origin and current trends of higher education (1) Ancient/ middle age Europe Modern higher education and nation states: France, Germany &amp; UK</li> <li>3) April 23, 2018 Historical origin and current trends of higher education (2) Modern higher education and nation states: US, Japan &amp; China</li> <li>4) May 7, 2018 Historical origin and current trends of higher education (3) Asia Pacific</li> <li>5) May 14, 2018 Historical origin and current trends of higher education (4) Latin America and Africa</li> <li>6) May 21, 2018 Interim presentation (1) What is the unique characteristics of universities in Japan?</li> <li>7) May 28, 2018 Access, equity and articulation in higher education</li> <li>8) June 4, 2018 Finance: public and private/grants and loans</li> <li>9) June 11, 2018 Knowledge economy and higher education (1) Role of international organizations Bilateral and regional cooperation</li> <li>10) June 18, 2018 Knowledge economy and higher education (2) Research and development Brain drain, brain gain, brain circulation</li> <li>11) June 25, 2018 Knowledge economy and higher education (3) Higher education and trade Internationalization of higher education University networks, consortiums</li> <li>12) July 2, 2018 Interim presentation (2) What are the challenges of universities in Japan and the world?</li> <li>13) July 9, 2018 New trends in international dimensions in higher education (1) Assessment of higher education performance Accreditation, rankings, classification</li> <li>14) July 23, 2018</li> </ol>

	<p>New trends in international dimensions in higher education (2)  International cooperation  15) July 30, 2018  Final presentation  Reformation plan for universities in Japan and the world</p>														
<p>🕒 Evaluation Method</p>	<p>Assessment will be made as follows:  In-class contribution 30%, presentation 30%, final report 40%</p>														
<p>🕒 Textbook and References</p>	<table border="1"> <thead> <tr> <th>No</th> <th>Title</th> <th>Author</th> <th>Publisher</th> <th>Year</th> <th>ISBN/ISSN</th> <th>Classification</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	No	Title	Author	Publisher	Year	ISBN/ISSN	Classification	1.						
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<p>🕒 URL</p>															
<p>🕒 Preparation and Review</p>	<p>At the classes, students are expected search information and literature prior to the class, and make the original comments and thoughts. The students are also requested to make presentations based on the assigned topics. The active discussions are highly recommended through the whole course.</p>														
<p>🕒 In Addition</p>	<p>Classes are instructed in English. クラスは英語で行いますが、あまりこの点は心配しないで良いです。</p>														
<p>🕒 Last Update</p>	<p>2018/03/06 15:46</p>														




Subject	Global Studies
Day/Period/Place	Spring Semester Mon 2 川北キャンパスC402
Categories	General Education Subjects - Expansion Subjects-
Credit(s)	2
Object	全
Instructor (Position)	末松 千秋 所属:
Term	1 Semester
Course Numbering	ZDG-GLB802E
Language Used in Course	English

Class Subject	【展開ゼミ】Japanese Corporate Culture, Decision-Making 日本の企業文化と意思決定-国際共修ゼミ-
Object and Summary of Class	This course introduces students to the typical decision-making in Japan, especially in Japanese companies. The classes will cover not only the ways of Japanese decision-making but also those of the Western world. In contrast with these mechanisms, things peculiar to Japan will be highlighted. Japanese companies are famous for the consensus decision-making. What are advantages and disadvantages of the consensus decision-making? What have Japanese companies changed to the management board in order to alleviate the disadvantages? Is there any good way to reach a consensus easier? While answering these questions, the course will emphasize the things Japanese are most concerned about to illustrate the Japanese culture. Two main objectives of the course are to provide the knowledge of Japanese style discussions and to provide the basic skills of the facilitator who helps make the process of reaching a consensus decision easier.
Goal of Study	The goal of the course is to make students understand the basic principles of consensus decision-making. Through the understandings the students are also expected to work as an effective facilitator who feels comfortable in leading discussions carried out by Japanese people and in conducting meetings in other nations, especially those in their home country.
Contents and Progress Schedule of the Class	<p>The course will consist of lectures, discussions, and presentations. The instructor will provide lectures on key issues about the process of decision-making. Then, he will lead discussions about important items. In order for students to join the discussions actively the reading papers will be given out together with some assignments. Students will need to read the papers and related materials, turn in the assignments prior to due dates, and join the discussions actively in the class. A couple of classes toward the end will be devoted to the student presentations. Students in small groups will work on case studies and make a presentation on one of them. The time of each presentation will be 20 min to 30 min long, adjusted depending on the number of groups.</p> <p>The class schedule is as follows:</p> <ol style="list-style-type: none"> <li>1) Introduction: Present an overview of the course. Work on a simple case of decision-making.</li> <li>2) Theme: Process of decision-making 1 Discuss the basic decision-making process. Introduce the decision-making process taught in management schools in the United States as well. What kind of decisions can you make as a manager? What kind of decisions should you make as the top of the corporation?</li> <li>3) Theme: Process of decision-making 2 Continue the basic decision-making process. Introduce some key issues in economics. How can the decision be evaluated? How can you make the decision about something you are not familiar with? What is the agency theory?</li> <li>4) Theme: Corporate decision-making process in Japan 1 Introduce the typical corporate decision-making process in Japan. Nemawashi, ringi, or honne to tatemae are some techniques periodically used. Will look at ways how Japanese apply those techniques to the discussion.</li> <li>5) Theme: Corporate decision-making process in Japan 2 Before the burst of the bubble economy the Japanese Style Management was regarded as a great model. Some studies were done about their decision-making process as well. What are advantages and disadvantages of the Japanese corporate decision-making? How did they help Japanese businesses achieve the success?</li> <li>6) Theme: Japanese bosses 1 During the 90's when Japanese subsidiaries were expanding some Western managers working for Japanese companies experienced conflicts with their Japanese bosses. Introduce those conflicts and highlight disadvantages of the corporate decision-making in Japan.</li> <li>7) Theme: Japanese bosses 2, Changes to the management Japanese companies have made Continue the discussion of Japanese bosses. Is there any way to organize better decision-making systems? During the last two decades Japanese companies recognized the necessity of changes to the management. Explain those changes and things they have tried to accomplish.</li> <li>8) Theme: Consensus decision-making 1 There are many examples of the consensus decision-making outside of Japan. Will introduce some examples and discuss things the participants of the discussion try to accomplish.</li> <li>9) Theme: Consensus decision-making 2 Analyze the consensus decision-making in details. Its advantages and disadvantages are quite similar to those observed in the Japanese corporate decision-making. Are there any good ways to minimize the disadvantages and maximize the advantages?</li> <li>10) Theme: Facilitator 1 An answer to the previous class is the existence of the facilitator. The role of the facilitator is the key to lead the successful consensus</li> </ol>

	<p>making. What kind of things should the facilitator do?</p> <p>11) Theme: Case Study The class will discuss some cases about Japanese corporate decision-making and exemplify the rationales for their behaviors. Will look at a case in which the consensus making brought a success as well as a case the efforts for the consensus building caused a failure.</p> <p>12) Theme: Facilitator 2 Continue to focus on the facilitator. Students will be asked to perform the role of facilitator during the class.</p> <p>13) Student Presentations Student groups will make presentations followed by questions and answers.</p> <p>14) Student Presentations Student groups will make presentations followed by questions and answers.</p> <p>15) Summary Return the graded student presentations. Summarize the course.</p>																					
<p>4 Evaluation Method</p>	<p>Grades of the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Failure (0-59%)</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. Overdue assignment may not be accepted.</p>																					
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<p>4 Preparation and Review</p>	<p>Copies of the textbooks and other reading materials will be given out prior to the classes. Students need to read them before each class and prepare for the discussions conducted in the classes.</p> <p>There will be four to five written assignments.</p> <p>The final presentation is the group one. Students need to prepare for the presentation outside of the class hours.</p>																					
<p>4 In Addition</p>	<p>Students enrolling in this course must have good English proficiency.</p>																					
<p>4 Last Update</p>	<p>2018/03/06 15:43</p>																					

Subject	Japanese Society and Culture B
Day/Period/Place	Spring Semester Mon 3 川北キャンパスA303
Categories	General Education Subjects - Expansion Subjects-
Credit(s)	2
Object	全
Instructor (Position)	山本 喜久江 所属:
Term	3セメスター
Course Numbering	ZDG-GLB804E
Language Used in Course	English

Class Subject	【展開ゼミ】Japanese Communication Behaviors: Business 日本人のコミュニケーション行動: Business-国際共修ゼミ-																										
Object and Summary of Class	<p>The purpose of this course is to learn an overview of Japanese communication behaviors in business using a comparative approach with other cultures. They will learn in a systematic manner about Japanese core values needed to understand Japanese communication behaviors.</p> <p>At the beginning of each class, they will also learn about the other cultures of their peers, and their own cultures, through discussions about their own intercultural issues in a daily life in Japan. They will learn a problem solving tool at a multi-cultural environment.</p> <p>As an extra-curricular activity, they will visit a Japanese company, probably Toyota Motor, to deepen their understanding about and to appreciate for Japanese culture and business.</p>																										
Goal of Study	<p>They will gain knowledge about Japanese communication behaviors in business and increase their appreciation for Japanese culture, hence they will have some basic understandings about Japanese communication behavior in business.</p> <p>They will learn some constructive attitudes and skills on a basic level to work/study together effectively with others of different cultures at a multi-cultural environment.</p> <p>They will be able to apply some of their learning in their daily lives.</p>																										
Contents and Progress Schedule of the Class	<p>In almost every class students will have a peer discussion in the first 10-15 minutes to share their intercultural experiences (Peer Teaching.)</p> <p>Fifteen classes as follows:</p> <p>1-2: Orientation; Japanese values and hidden culture</p> <p>3-5: Part 1: communication with Japanese and Japanese communication style, how to speak English with Japanese.</p> <p>6-8: Part 2: business manners in Japan, truth about Japanese way of work, etc.</p> <p>9, 10: Tour to Toyota Motor plant (its date to be announced later.)</p> <p>11-12: Part 3, corporate culture; work attitudes Japanese treasure and frown upon, etc.</p> <p>13-14: Group Presentations</p> <p>15: Summary</p> <p>This is subject to change, depending on the tour to Toyota. Will be informed in class.</p>																										
Evaluation Method	minute paper (30%), reports (30%)、presentation (40%)																										
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URL																											
Preparation	Weekly writing reports are mandatory to submit, as one of your classmates will read it to discuss.																										

 and Review	The preparation for group presentation would require a team work.
 In Addition	Class taught in English. Max.25 students. Japanese students are strongly welcome with a high proficiency in English.
 Last Update	2018/03/06 15:44



Subject	Welfare Economy(Special Lectures)
Instructor	MIDORI WAKABAYASHI
Day/Period	Spring Semester Mon 3
Eligible Participants	3・4
Course Numbering	EAL-ECO377
Credit(s)	2

Object and summary of class	This course focuses on the social security system and public finance. Current policy issues in Japan (for example, social security reform, health care reform, income tax reform, etc.) are also discussed.						
Goal of study	<p>We study the role of the government in the economy and why government intervention is needed. Also, you can understand Japanese social security system and discuss not only system itself but also argue the pros and cons of the system.</p> <p>First, I introduce general topics of welfare economics (for example, the reasons for government intervention in the economy and social insurance). Next, I talk about special topics of social security, especially in Japan. would also like to talk about family economics and education economics. .</p>						
Contents and progress schedule of the class	<ol style="list-style-type: none"> <li>1) Introduction to Welfare Economics and Social Security I</li> <li>2) Introduction to Welfare Economics and Social Security II (About Data and Econometrics)</li> <li>3) Social Insurance and Redistribution (I)</li> <li>4) Social Insurance and Redistribution (II)</li> <li>5) Social Security (Japanese Pension System)</li> <li>6) Social Security (Japanese Pension System)</li> <li>7) Social Security (Pension)</li> <li>8) Public Assistance</li> <li>9) Public Assistance</li> <li>10) Health Economics</li> <li>11)Health Economics</li> <li>12) Nursing Care</li> <li>13) Family Economics</li> <li>14)Economics of Education</li> <li>15)Summary</li> </ol> <p>The order is subject to change depending on procedures.</p>						
Language Used in Course	English						
Evaluation method	Final Exam 90% Presentation etc 10%						
Textbook and references	No	Title	Author	Publisher	Year	ISBN/ISSN	Classification
	1.	『Public Finance and Public Policy』	Jonathan Gruber	Macmillan	2016	<a href="#">1-4641-4333-1</a>	
URL							
Preparation and Review	You have to be interested in Japanese economy.						
Attached File							
In addition	Basic level of microeconomics, macroeconomics, and econometrics are required						
Last Update	2018/03/07 11:39						



Subject	Microeconomics II
Instructor	<a href="#">QIN DAN</a>
Day/Period	Spring Semester Mon 5
Eligible Participants	全/All
Course Numbering	EEM-ECO561E
Credit(s)	2

Object and summary of class	This course is a graduate-level microeconomic (mainly decision theory) 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 the modeling of economic agents: Individual decision making and group decision-making procedures.																					
Goal of study	Upon the completion of this course, students are expected to understand the following topics both intuitively and mathematically. 1. Rational choice without uncertainty 2. Rational choice with uncertainty 3. Bounded rationality models 4. Social choice theory and welfare economics																					
Contents and progress schedule of the class	We will first study rational choice theory without uncertainty and then move to choices with uncertainty. After that, we will explore several bounded rationality models. Finally, we will cover collective decision making. 1) Introduction 2) Mathematical apparatus 3) Rational choice without uncertainty: Choice 4) Rational choice without uncertainty: Preference 5) Rational choice without uncertainty: Utility 6) Rational choice with uncertainty: de Finetti's model and objective probability 7) Rational choice with uncertainty: VM expected utility 8) Rational choice with uncertainty: Savage's model and subjective probability 9) Rational choice with uncertainty: Anscombe-Aumann's model 10) Bounded rationality: Unanimity rule 11) Bounded rationality: Maximin rule 12) Bounded rationality: Recent Advances 13) Collective decision: Social choice theory 14) Collective decision: Social choice theory 15) Welfare economics																					
Language Used in Course	English																					
Evaluation method	Students will be evaluated based on attendance and in-class participation (60%), and the report (40%).																					
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URL																						
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Attached File																						
In addition																						

	Prerequisite: Undergraduate Microeconomics Office hour: By appointment
 Last Update	2018/02/01 13:37

Subject	Japanese Society and Culture B
Day/Period/Place	Spring Semester – First half Tue 1 川北キャンパスA101 Spring Semester – First half Fri 3 川北キャンパスA101
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	島崎 薫 所属: 高度教養教育・学生支援機構
Term	1年次第1クォーター
Course Numbering	ZDG-GLB804E
Language Used in Course	English

Class Subject	【展開ゼミ】Understanding Japan through Miyagi's Traditional Culture (Sparrow Dance)-国際共修ゼミ-														
Object and Summary of Class	This course aims to explore the traditional phases of Japanese culture to enhance the students' understanding of the origin of modern Japanese society and the mental phases of the Japanese people. The course focuses on the traditional culture of Miyagi prefecture, on the basis that understanding the local area is an important part of being global. In this course, students will practice the Suzume Odori (Sparrow Dance), which is a traditional dance in Sendai, and Japanese traditional drums with locals. They will then participate in the Sendai Aoba Festival. Students will also learn about and discuss several concepts of Japanese culture and then analyze the Suzume Odori and Sendai Aoba Festival using these concepts.														
Goal of Study	<ul style="list-style-type: none"> <li>- Understand what the Suzume Odori and Sendai Aoba Festival are</li> <li>- Understand cultural concepts and discuss modern Japanese society based on these concepts</li> <li>- Analyze the Suzume Odori and Sendai Aoba Festival using these concepts</li> </ul>														
Contents and Progress Schedule of the Class	<p>This course consists of three parts: (1) experience and demonstrations of traditional Japanese culture, (2) learn about and discuss cultural concepts and (3) analysis using these concepts.</p> <ol style="list-style-type: none"> <li>1) Introduction/ Tuesday 10th April @classroom</li> <li>2) What are the Suzume Odori and Sendai Aoba Festival? What is "Culture"? /Friday 13th April @classroom</li> <li>3) Suzume Odori ① / Tuesday 17th April @Kawauchi arena 1</li> <li>4) Discussion ①: 集団意識 Japanese group consciousness/Friday 20th April @classroom</li> <li>5) Ohayashi ① / ? @Kawauchi arena 1</li> <li>6) Suzume Odori ② / Tuesday 24th April @Kawauchi arena 1</li> <li>7) Discussion ②: 頑張り Japanese patience and determination/Friday 27th April @classroom</li> <li>8) Suzume Odori &amp; Ohayashi ③ / Tuesday 1st May @Kawauchi arena 1</li> <li>9) Ohayashi ② / ? @Kawauchi arena 1</li> <li>10) Suzume Odori &amp; Ohayashi ④ / Tuesday 8th May @Kawauchi arena 1</li> <li>11) Discussion ③: 道 The DO spirit of Japan / Friday 11th May @classroom</li> <li>12) Suzume Odori &amp; Ohayashi ⑤ / Tuesday 15th May @Kawauchi arena 1</li> <li>13) Preparation for Sendai Aoba Festival / Friday 18th May @classroom</li> <li>14) Sendai Aoba Festival / Saturday 19th May (Whole day) @Town</li> <li>15) Sum-up / Tuesday 22nd May @classroom</li> </ol> <p>25th May, 29th May, 1st June, 8th June → No class</p> <p><b>[IMPORTANT]</b>      ※ The first lecture (10th April) is COMPULSORY. Students CANNOT join from the second week.      ※ The latest syllabus and schedule are available online. Please check the online syllabus BEFORE you enroll in this course.      ※ Students will decide their roles (Suzume Odori or Ohayashi) during the first class.</p>														
Evaluation Method	Students will be assessed and graded based on active participation (40%), homework (20%) and the final report (40%). The details of assessment will be provided in class.														
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URL	Aoba Matsuri Trailer <a href="https://www.youtube.com/watch?v=GwLYuwPED7U">https://www.youtube.com/watch?v=GwLYuwPED7U</a>														
Preparation and Review	Students are required to practice the dance or Ohayashi outside the classroom.														
In Addition															






	Email: <a href="mailto:k.shimasaki@m.tohoku.ac.jp">k.shimasaki@m.tohoku.ac.jp</a> Tel: (022)795-3749
 Last Update	2018/03/06 15:44

Subject	Japanese Business and Economy b
Instructor	<a href="#">QIN DAN</a>
Day/Period	Spring Semester Tue 1
Eligible Participants	2・3・4
Course Numbering	EAL-ECM222E
Credit(s)	2

Object and summary of class	This course studies the welfare and policy aspects of economic theory and Japanese economy. The objective of this course is twofold. In the first place, students will learn basic analytical methods of welfare economics and public economics. In the second place, we will introduce Japanese taxation and pension policy as examples of theoretical models. In this course, we will focus on intuitions rather than mathematical details.						
Goal of study	Upon the completion of this course, students are expected to understand basic principles of welfare economics and its application in public economic theory. We will also familiarize students with Japanese taxation and pension system.						
Contents and progress schedule of the class	<p>We will start with basic theoretical models of welfare economics and then move to their application in public economics and public policy. Finally, we will introduce Japanese taxation and pension system as examples of these models.</p> <ol style="list-style-type: none"> <li>1) Introduction and orientation</li> <li>2) Welfare economics as the normative branch of economic theory</li> <li>3) Classical Pigovian welfare economics</li> <li>4) New welfare economics: introduction</li> <li>5) New welfare economics: difficulties</li> <li>6) Theoretical foundation: social choice theory</li> <li>7) Arrowian social choice theory</li> <li>8) Liberal Paradox</li> <li>9) Fair allocation theory (1)</li> <li>10) Fair allocation theory (2)</li> <li>11) Responsibility</li> <li>12) Measuring welfare (1)</li> <li>13) Measuring welfare (2)</li> <li>14) Taxation and redistribution</li> <li>15) Japanese taxation and pension system</li> </ol>						
Language Used in Course	English						
Evaluation method	Students will be evaluated based on attendance and in-class participation (60%), and the report (40%).						
Textbook and references	No	Title	Author	Publisher	Year	ISBN/ISSN	Classification
	1.	『The oxford handbook of well-being and public policy』	Adler M and Fleurbaey M	Oxford University press	2016	<a href="#">9780199325818</a>	Reference
	2.	『A Primer in Social Choice Theory』	Gaertner W	Oxford University press	2009	<a href="#">9780199565306</a>	Reference
URL							
Preparation and Review	Problem sets will be given in class. Students have to write a final report on related topics						
Attached File							
In addition	Prerequisite: basic knowledge in economic theory Office hour: by appointment						
Last Update	2018/02/01 13:39						

④ Subject	Development Economics
④ Credit(s)	2
④ Semester	
④ Day/Period	Spring Semester Tue 4 未設定
④ Year	
④ Instructor	KATSUHITO FUYUKI
④ Eligible Participants	
④ Departments (Obligatory/Elective)	
④ Language Used in Course	
④ Course Numbering	-

④ Class subject	Economic development and agriculture																														
④ Object and summary of class	Main objective is to develop understanding of the agricultural transformation in developing Asia under the impacts of rapid economic growth, industrialization, urbanization, global warming, and globalization.																														
④ Keywords	economic growth, agriculture, market economy, capitalism, land ownership, trade																														
④ Goal of study	Students are expected to deepen their understanding on the difference of the social systems or institutions among countries and/or areas. Taking account into such diversified characteristics of economy and agriculture in developing Asian countries, students are expected to concert alternative models and policies as well as to review the general models and policies of development.																														
④ Contents and progress schedule of the class	<table border="1"> <tr><td>1.</td><td>Introduction and briefing on a textbook adopted</td></tr> <tr><td>2.</td><td>China's trade regime entering a new century</td></tr> <tr><td>3.</td><td>China's grain trade</td></tr> <tr><td>4.</td><td>Economic reform and the changing pattern of China's agricultural trade</td></tr> <tr><td>5.</td><td>Trade liberalization and China's food economy in the 21st century</td></tr> <tr><td>6.</td><td>Implications of reform and WTO accession for China's agricultural policies</td></tr> <tr><td>7.</td><td>Quotas and grain production in China</td></tr> <tr><td>8.</td><td>Price linkages between Chinese and world grain markets</td></tr> <tr><td>9.</td><td>Protection and comparative advantage of Chinese agriculture</td></tr> <tr><td>10.</td><td>China's agricultural export and import behavior</td></tr> <tr><td>11.</td><td>China's rural household purchasing decisions for high-valued food products</td></tr> <tr><td>12.</td><td>Agricultural productivity growth in China</td></tr> <tr><td>13.</td><td>Wheat genetic diversity in China</td></tr> <tr><td>14.</td><td>Sources of growth and supply response</td></tr> <tr><td>15.</td><td>Wrap-up discussion on the adopted text</td></tr> </table>	1.	Introduction and briefing on a textbook adopted	2.	China's trade regime entering a new century	3.	China's grain trade	4.	Economic reform and the changing pattern of China's agricultural trade	5.	Trade liberalization and China's food economy in the 21st century	6.	Implications of reform and WTO accession for China's agricultural policies	7.	Quotas and grain production in China	8.	Price linkages between Chinese and world grain markets	9.	Protection and comparative advantage of Chinese agriculture	10.	China's agricultural export and import behavior	11.	China's rural household purchasing decisions for high-valued food products	12.	Agricultural productivity growth in China	13.	Wheat genetic diversity in China	14.	Sources of growth and supply response	15.	Wrap-up discussion on the adopted text
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④ Record and evaluation method	Presentation of textbook 50%, presentation of homework 30%, and discussion 20%																														

 Preparation	Students need to learn basic Micro and Macro Economics prior to taking this course.
 Textbook and references	It will be announced at the first class. In this year, we use textbooks about Chinese agricultural trade and policy.
 self study	Every student is requested to give a presentation in the class once or twice per semester. When a student is appointed as a reporter, he or she must prepare a handout of report based on the assigned chapter of adopted textbook and its related papers.
 Notes	Office hour: Please make an appointment with each professor by e-mail.  FUYUKI e-mail: <a href="mailto:katsuhito.fuyuki.d2@tohoku.ac.jp">katsuhito.fuyuki.d2@tohoku.ac.jp</a> office: E213  TAKASHINO e-mail: <a href="mailto:ninat@tohoku.ac.jp">ninat@tohoku.ac.jp</a> office: N209  Our offices are located on the 2nd floor of Multidisciplinary Research Laboratory of Agricultural Science (K01 building) in Aobayama Campus.
 Last Update	2018/03/13 18:31



Subject	Early Modern and Modern History in Japan(Advanced Lecture)II
Subject	Early Modern and Modern History in Japan(Advanced Lecture)II
Timetable	Spring Semester Tue 4
Credit(s)	2
Instructor	RUMI MATSUZAKI
Semester	1学期
Course Number	-
Language Used	

Course Title	Understanding Japanese History
Course Title	Understanding Japanese History
Course Objectives and Course Synopsis	The purpose of this course is for students to learn basic knowledge of Japanese history and how to express Japanese history in English. This course introduces the general history of Japan from primitive times to modern times including the history of women, gender, family, minorities, and disasters. Students will examine the backgrounds and characteristics of each period and society in Japan and understand the similarities and differences between Japanese and other countries' histories through classroom discussion. This course is conducted in English. The instructor will translate into Japanese based on students' understanding of the English language.
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Learning Goals	(1) To become familiar with the general history of Japan (2) To learn how to express Japanese history in English (3) To understand the characteristics of each period and society in Japan, and the similarities and differences between Japanese and other countries' histories
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Class Schedule and Activities	<ol style="list-style-type: none"> <li>1. Course orientation: Overview of the course. What is history ? Why do we study history ?</li> <li>2. The general history of Japan: Primitive times and Ancient times 1</li> <li>3. The general history of Japan: Primitive times and Ancient times 2</li> <li>4. The general history of Japan: Primitive times and Ancient times 3</li> <li>5. The general history of Japan: Medieval times 1</li> <li>6. The general history of Japan: Medieval times 2</li> <li>7. The general history of Japan: Medieval times 3</li> <li>8. The general history of Japan: Early modern times 1</li> <li>9. The general history of Japan: Early modern times 2</li> <li>10. The general history of Japan: Early modern times 3</li> <li>11. The general history of Japan: Modern times 1</li> <li>12. The general history of Japan: Modern times 2</li> <li>13. The general history of Japan: Modern times 3</li> <li>14. The general history of Japan: The postwar period</li> <li>15. Summary and Final exam</li> </ol>
Class Schedule and Activities	<ol style="list-style-type: none"> <li>1. Course orientation: Overview of the course. What is history ? Why do we study history ?</li> <li>2. The general history of Japan: Primitive times and Ancient times 1</li> <li>3. The general history of Japan: Primitive times and Ancient times 2</li> <li>4. The general history of Japan: Primitive times and Ancient times 3</li> <li>5. The general history of Japan: Medieval times 1</li> <li>6. The general history of Japan: Medieval times 2</li> <li>7. The general history of Japan: Medieval times 3</li> <li>8. The general history of Japan: Early modern times 1</li> <li>9. The general history of Japan: Early modern times 2</li> <li>10. The general history of Japan: Early modern times 3</li> <li>11. The general history of Japan: Modern times 1</li> <li>12. The general history of Japan: Modern times 2</li> <li>13. The general history of Japan: Modern times 3</li> </ol>

	14. The general history of Japan: The postwar period 15. Summary and Final exam
④ Grading Plan	Attendance and participation 20%, Final exam 80%
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④ Textbooks and Recommended Readings	No textbook required. Reference books will be introduced in class. Handouts will be distributed in class.
④ Assignments	Review the contents of each lecture by reading handouts and reference books every week.
④ Other Remarks	Office hour: by appointment グローバル安全学トップリーダー育成プログラムからの提供科目、IPLA科目を兼ねる。
④ Last Update	

Subject	Global Career B
Day/Period/Place	Spring Semester Wed 3
Categories	General Education Subjects - Expansion Subjects-
Credit(s)	2
Object	全
Instructor (Position)	竹内 上人 所属:
Term	1セメスター
Course Numbering	ZDG-GLB810E
Language Used in Course	English

Class Subject	【展開ゼミ】インターンシップ共通 Internship Preparation-国際共修ゼミ-
Object and Summary of Class	<p>-Course Objectives- コースの目的 日本で事業展開する企業(日系企業及び外資系企業)においてインターンシップを行う前に実践的な就労準備を行うプログラムになります。事業展開する企業環境を事前に調査した上で、企業と学生の双方にとって相乗効果を引き出すための総合的なカリキュラムになります。実際のインターンシッププログラム(留学生の為のキャリア教育実践講座)と連動させ、学生の実践的な就労スキルの習得だけでなく、企業における雇用体制の課題の明確化、グローバル化やダイバーシティマネジメントの環境整備に向けた提言やコンサルテーションを地域企業や行政機関との連携を行いながらプログラムの品質を段階的に向上させていきます。 この活動を通じて、学生の視点で、中核地域企業の組織風土改革と将来の事業成長を促す支援をいたします。そして、強固な事業基盤の構築に貢献していきます。</p> <p>This is a practical internship preparation program designed for international students before starting internship at the selected companies that operate in Japan (Japanese companies and foreign companies).</p> <p>In particular, this program will be designed with careful study and analysis on the working environment focused on the company in Tohoku area and Sendai city. And we will compose a comprehensive curriculum to create synergy for both companies and international students.</p> <p>Working in concert with the actual internship program (Career education practice for international students), the goal of this program is not only to master international students' practical working skills but also to create a mutual understanding between the students and companies. From this point of view, we hope the program will be a helpful one for the companies involved to clarify the issue of employment and enhance their globalization or diversity management. We will continue to improve the quality of our internship program step by step while cooperating with local companies and administrative agencies.</p> <p>Through this activity, international students will support organizational culture reform of core regional companies and encourage future business growth by aspect of them. We will also contribute to the establishment of a strong business foundation.</p>
Goal of Study	<p>-The goal of program- プログラムの目標 留学生が日本の企業や組織を深く知り、日本におけるキャリアの選択を促す契機となり、日本企業で就労することを通じて、特に地域経済の活性化とグローバル化を飛躍的に向上させるための東北地域における推進エンジンになることを目指します。 留学生の日本での就労率の向上と地域企業の活性化・グローバル化の両方を目標とします。 最終的には地域におけるグローバル人材の主要機能としてのひとつの役割を担うことを目指します。</p> <p>This program encourages international students to be familiar with Japanese companies and organizations and to decide to work in Japan.</p> <p>This mechanism makes it possible for many international students to work in Japanese companies and organization. By doing so, it will consequently lead to the revitalization and globalization of the Tohoku regional economy.</p> <p>This program aims to pay a role as "Global Talent Management Engine in Tohoku area".</p>
Contents and Progress Schedule of the Class	<p>- Learning through program - プログラムで習得できること</p> <ol style="list-style-type: none"> <li>1. 日本企業や組織における組織マネジメントや意思決定の全体像と対応力を習得できます</li> <li>2. 長期的な視点でのキャリア設計を描きあげることができます</li> <li>3. 様々な局面に適切に対応できるリーダーシップ力を身に付けることができます</li> <li>4. より良い人間関係を構築する能力を身に付けることができます</li> <li>5. ビジネスにおける問題解決の基本的な手法を身に付けることができます</li> </ol> <ol style="list-style-type: none"> <li>1) To understand organizational management and decision-making processes in Japanese companies and organizations, as well as acquire appropriate response skills.</li> <li>2) To design and to clarify your life-long career plan according to your career objectives using the concept of "Business I" with the career elements of future career vision, own life-long career plan balanced with individual financial aspects, core competences, required skills and knowledge for your career objectives.)</li> <li>3) To understand the framework of role contribution and positioning for HR management and team facilitation, using a Position Matrix Management with Role Models of leaders and their associates.</li> <li>4) To learn the ability to build better relationship on organization.</li> <li>5) To learn several business management tools for decision analysis, situation analysis, SWOT analysis, making group consensus etc.</li> </ol> <p>Content and Course Schedule - 主要な内容とスケジュール - 講座内容とスケジュール</p>

	<p>Schedule of the Class  授業回数: 15講座</p> <p>プログラム1: (講座: 1-3)  「日本企業の人事・組織風土の理解」  ・日本的な雇用慣行の理解</p> <p>プログラム2: (講座: 4-6)  「日本企業の評価の仕組みの理解」  ・採用・昇進昇格・組織管理の仕組み</p> <p>プログラム3: (講座: 7-12)  「自己のキャリアデザインの策定と面接・就労スキル」  ・日本の標準的な選考面接の模擬訓練</p> <p>プログラム4: (講座: 13-15)  「どのように組織に自分を売り込むか」  ・信頼され、期待される人材になるために必要条件の理解と習得</p> <p>Program 1: (Lesson: 1-4)  “Understanding of Human Resources and Organizational Culture of Japanese Companies”  - Understanding Japanese employment practices</p> <p>Program 2: (Course: 5-7)  “Understanding of Evaluation Mechanism of Japanese Companies”  - Hiring・Promotion・Mechanism of organization management</p> <p>Program 3: (Course: 8-11)  “Creating career design and interview / work skills”  - Simulated training for standard job interview</p> <p>Program 4: (Course: 12-15)  “How to sell yourself to an organization”  - Understanding and acquiring necessary conditions to be trusted and expected person.</p>
Evaluation Method	<ol style="list-style-type: none"> <li>1. クラス討議への積極的な参加と貢献: 25%</li> <li>2. 授業内容の理解度: 25%</li> <li>3. 模擬面接の完成度: 25%</li> <li>4. 出席率: 25%</li> </ol> <ol style="list-style-type: none"> <li>1. Active participation and contribution to class discussion: 25%</li> <li>2. Comprehension level of lesson content: 25%</li> <li>3. Quality level of simulated interview: 25%</li> <li>4. Attendance rate: 25%</li> </ol> <p>評価ランク  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%)</p>
Textbook and References	
URL	
Preparation and Review	プレゼンテーション資料の作成等 Preparing presentation materials
In Addition	すべての参考文献は授業の中で説明する予定です All textbook and references delivered on each lesson
Last Update	2018/03/06 15:47

Subject	Global Career B
Day/Period/Place	Spring Semester Wed 4
Categories	General Education Subjects - Expansion Subjects-
Credit(s)	2
Object	全
Instructor (Position)	竹内 上人 所属:
Term	1セメスター
Course Numbering	ZDG-GLB810B
Language Used in Course	Two languages or more

Class Subject	<p>【展開ゼミ】キャリアデザイン プログラム グローバルビジネスリーダーシップ Career Development for Global Business Leadership-国際共修ゼミ-</p>
Object and Summary of Class	<p>-Course Objectives- コースの目的 日本人学生にとっても多文化を学ぶ有効な機会になります。 コースでは、実践で活用できるキャリア設計の方法と、将来の魅力的なキャリア目標を考え、創造していきます。その答えはこれからの職業選択の指針になる軸となるはずで、早い段階で、それぞれの生徒の職業上の目標とその達成計画を描いていくとともに、優れたリーダーシップについて実践的に学んでいきます。 英語をベースに講義は行いますが、講義が中心ではなく、さまざまなアクティブラーニングをベースに構成していますので、楽しんで学び取る講義構成になっています。就職活動を行う上での基礎力を身に着けることもできる構成になっています。日本人学生にとっても参画しやすいプログラムになっています。</p> <p>Students in this course will learn to acquire the adaptability to the Japanese corporate community by understanding common social practice in Japan. The study style of this course not be the general academic lecture based style, but it will be the style of active learning and project-based learning focused on Japanese social customs, manners, and etiquettes required for prospective business leaders or global facilitators in the corporate society, both domestic and foreign. The course will be guided and instructed by the CEO of a headhunting agent company, who is a professional consultant with the experience of over 30 years in the fields of human resource (HR) management and Corporate Planning &amp; Management at global companies in and outside Japan.</p>
Goal of Study	<p>-The goal of program- プログラムの目標 このプログラムを通じて、自分自身の強みを軸にしたキャリアビジョンを明確に描いていく力量を身に着けることができます。また、リーダーシップの様々なスタイルを身に着けるとともに適切な場面で、適切なリーダーシップを発揮する方法を学びます。</p> <p>1) To understand the process of job application in Japan, with the practice of job application documentation, and role-practices of job interview and group-work. 2) To design and to clear your life-long career plan with your career objectives using the concept of "Business 1" with the career elements of future career vision, own life-long career plan balanced with individual financial aspects, core competences, required skills and knowledge for your career objectives.)</p> <p>The goal in this course is to acquire the skill of "Career Development to be Reliable Global Leaders" who value mutual understanding, and warm hearted but solid trust with their associates". The course will be proceeded by using a Position Matrix Management with Role Models of leaders and their associates. The study concept and its practice in this class are applicable for the most business environment in Japan and beyond Japanese business communities, as these are a common practice in the fields of HR management, and corporate planning management at all the business organizations.</p>
Contents and Progress Schedule of the Class	<p>- Output of program - プログラムで習得できること</p> <p>1. 日本企業や組織における採用選考プロセスの全体像と対応力を習得できます 2. 長期的な視点でのキャリア設計を描きあげることができます 3. 様々な局面に適切に対応できるリーダーシップ力を身に着けることができます 4. EQ(心の芽野指数)の概念を身に着けることにより良い人間関係を構築する能力を身に着けることができます 5. ビジネスにおける問題解決の基本的な手法を身に着けることができます</p> <p>1) To understand the process of job application in Japan, with the practice of job application documentation, and role-practices of job interview and group-work. 2) To design and to clear your life-long career plan with your career objectives using the concept of "Business 1" with the career elements of future career vision, own life-long career plan balanced with individual financial aspects, core competences, required skills and knowledge for your career objectives.) 3) To understand the framework of role contribution and positioning for HR management and team facilitation, using a Position Matrix Management with Role Models of leaders and their associates. 4) To understand and to acquire emotional intellectual competencies and self-positioning skills under the concept of Six Seconds and their Emotional Intelligence 5) To learn several business management tools for decision analysis, situation analysis, SWOT analysis, making group consensus etc.</p> <p>Content and Course Schedule Schedule of the Class Program 1 - 2 (1- 5 lessons) 1) Course guidance with trial practices 2) Demonstration and model training of job interview, group discussion, and document preparation for job application in a typical Japanese style Program 3 - 4 (6- 9 lessons)</p>

	<p>1) Practice with "Business I" for building your career objective with the analyses of core competence, knowledges and skills  2) Practice with a Position Matrix Management for Role Studies and Role Contribution in terms of HR management in a style of project based learning  Program 7 – 8 (10 – 13 lessons)</p> <p>1) Further Practice with "Business I" for life-long career plan  2) Further Practice with a Position Matrix Management for prospective global leaders and their self-positioning skills for better facilitation and better organizational performance, associating with the concept of Six Seconds and their Emotional Intelligence  Program 9 (14-16 lessons)</p> <p>1) Further Practice and Presentation of "Business I" for evaluation</p> <p>1) Course guidance with trial practices  2) Demonstration and model training of job interview, group discussion, and document preparation for job application in a typical Japanese style  Program 3 – 4 (6– 9 lessons)</p> <p>1) Practice with "Business I" for building your career objective with the analyses of core competence, knowledges and skills  2) Practice with a Position Matrix Management for Role Studies and Role Contribution in terms of HR management in a style of project based learning  Program 7 – 8 (10 – 13 lessons)</p> <p>1) Further Practice with "Business I" for life-long career plan  2) Further Practice with a Position Matrix Management for prospective global leaders and their self-positioning skills for better facilitation and better organizational performance, associating with the concept of Six Seconds and their Emotional Intelligence  Program 9 (14-15 lessons)</p> <p>1) Further Practice and Presentation of "Business I" for evaluation</p>
<p>4 Evaluation Method</p>	<p>1. クラス討議への積極的な参加と貢献: 25%  2. 授業内容の理解度: 25%  3. 模擬面接の完成度: 25%  4. 出席率: 25%</p> <p>1. Active participation and contribution to class discussion: 25%  2. Comprehension level of lesson content: 25%  3. Quality level of simulated interview: 25%  4. Attendance rate: 25%</p> <p>評価ランク  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%)</p>
<p>4 Textbook and References</p>	
<p>4 URL</p>	
<p>4 Preparation and Review</p>	<p>プレゼンテーション資料の作成等  Preparing presentation materials</p>
<p>4 In Addition</p>	<p>すべての参考文献は授業の中で説明する予定です  All textbook and references delivered on each lesson</p>
<p>4 Last Update</p>	<p>2018/03/06 15:48</p>

Subject	Problem/Project-Based Learning Seminar B
Day/Period/Place	Spring Semester Wed 4
Categories	General Education Subjects - Expansion Subjects-
Credit(s)	2
Object	全
Instructor (Position)	末松 和子 所属: 高度教養教育・学生支援機構
Term	1 Semester
Course Numbering	ZDG-GLB808E
Language Used in Course	English

Class Subject	【展開ゼミ】キャンパス国際化への貢献: 留学生との異文化間協働プロジェクトを通して国際性を身につけよう2 International Project 2-国際共修ゼミ-
Object and Summary of Class	課題を発見・解決型学習を通して、大学や社会などのコミュニティに貢献するという一定の「成果」を意識し、文化背景の異なるチームメンバーと英語でコミュニケーションを取りながら、プロジェクトを企画し実行する。チームワーク、リーダーシップ、自発性が重視される協働プロジェクトに取り組むことで、実社会に近い形の職業体験を得ると同時に、多角的な視点で事象を捉え、新たな価値観を創造する機会を得る。 Thematic discussions and collaborative projects by students with diverse linguistic and cultural backgrounds are built into the learner-centered lessons where different ways of thinking, values, and working-styles are respected. The intensive interactions across cultures enable students to gain deeper insights into their differences and similarities, reflect on their own cultures and identities, and reconstruct themselves. Leadership and teamwork are also important component of this class.
Goal of Study	①言語・文化背景の違う多様な学生と英語でプロジェクトに取り組むことで、異文化間コミュニケーション能力を身につける。 ②「成果」を意識した期間限定のプロジェクトを企画・実施することにより大学版社会貢献を経験する。 ③多角的視点で社会・大学コミュニティを見直すことにより、自らの価値観や社会観を問い直す機会を得、問題解決への方策を考察・実行できるグローバルかつ柔軟な考察力を身につける。 This co-learning class incorporates both problem-based and project-based learning. By planning and carrying out a project with people from diverse backgrounds, students are expected to learn different working styles, strategies, and ethics which are usually influenced by cultural as well as individual values.
Contents and Progress Schedule of the Class	授業日: 内容 第1回: 自己紹介、この授業の説明プロジェクトの紹介 Introduction about the class and project 第2回: グループ分け、プロジェクト企画 Team assignment and team-building 第3回: プロジェクト企画 Project planning 第4回: グループ企画 Project planning 第5回: プロジェクト企画発表 Project proposal presentation 第6回: プロジェクト準備 Project preparation 第7回: 情報交換会 Information sharing & feedback 第8回: プロジェクト準備 Project preparation 第9回: プロジェクト準備 Project preparation 第10回: プロジェクト準備 Project preparation 第11回: プロジェクト準備 Project preparation 第12回: プロジェクト準備 Project preparation 第13回: プロジェクト実行 Project in action 第14回: プロジェクト実行 Project in action 第15回: 成果発表会 Final presentation
Evaluation Method	レポート(30%) 発表(20%) プロジェクトへの貢献度(30%)、プロジェクトの成果(20%) Report (30%), Presentations (20%) Commitment to projects (30%) Quality of completed projects
Textbook and References	
URL	<a href="http://www.ihe.tohoku.ac.jp/intercul/">http://www.ihe.tohoku.ac.jp/intercul/</a>
Preparation and Review	チーム単位でのプロジェクト企画・遂行が授業の中心となるので、授業時間外のチーム・ミーティングや協働作業もあります。In order to plan and carry out a project, students are expected to meet and discuss the project outside the class.
In Addition	海外留学・研修や学内での国際交流活動経験者、もしくは、英語でのコミュニケーションに意欲的に取り組める方の履修をお勧めします。
Last Update	2018/03/06 15:46





Subject	History
Day/Period/Place	Spring Semester Wed 5
Categories	General Education Subjects – Expansion Subjects–Human Sciences
Credit(s)	2
Object	国際学士コース(＊)
Instructor (Position)	芳賀 満 所属:高度教養教育・学生支援機構
Term	3セメスター
Course Numbering	ZDH-HIS101E
Language Used in Course	English

Class Subject	History of Art in Ancient Eurasia ~ Diffusion of Classical Greek Art into Central Asia						
Object and Summary of Class	<p>Art is the way we comprehend and understand this Universe. Therefore Art should be regarded as a visual philosophy; not as a mere illustration of history based on written documents. Thus, the importance of understanding Art history, in this case, History of Art in Ancient Eurasian, can never be exaggerated.</p> <p>First, students will engage with Ancient Greek Art from its beginning to the Hellenistic Age. Then students will be introduced to Buddhist Art of pre-iconic phases in India and Central Asia. After examining Alexander the Great's campaign in the East, students will learn its consequences reflected in Art in Hellenistic Kingdoms and in Central Asia. In this framework, Buddhist Art of the iconic phase will be treated. The teacher will explain results of his excavation of a Greco-Kushan city, Kampyr-tepa , along the "Silk Roads" by the Amu Darya (Oxus River) running between Uzbekistan and Afghanistan. Finally students will learn how Buddhism and Buddhist Art diffused into China.</p>						
Goal of Study	Students will obtain basic knowledge of Classical Greek Art and Buddhist Art, and also come to understand the diffusion of Classical Greek and Roman Art in Eurasia. And hopefully students will gain another new point of view, which is not Euro-centric nor Sino-centric, but Eurasia-centric.						
Contents and Progress Schedule of the Class	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Ancient Egyptian Art as an influence source on Greek Art</li> <li>3. Ancient Greek Art : Before the Archaic Age</li> <li>4. Ancient Greek Art : The Archaic Age</li> <li>5. Ancient Greek Art : The Classic Age</li> <li>6. Ancient Greek Art : The Hellenistic Age (1)</li> <li>7. Ancient Greek Art : The Hellenistic Age (2)</li> <li>8. Life of Gautama Buddha seen through Art</li> <li>9. Buddhist Art in the pre-iconic phase: From the 5th Century B.C.</li> <li>10. Buddhist Art in the iconic phase: Up to the 2nd Century A.D.</li> <li>11. Art in Parthian and Greco-Bactrian Kingdom</li> <li>12. Results of excavation in Kampyr-tepa in Uzbekistan</li> <li>13. Questions of King Milinda – dialogue between Indo-Greek King Meander and Buddhist Priest Nagasena</li> <li>14. Diffusion of Buddhism and Buddhist Art into East (1)</li> <li>15. Diffusion of Buddhism and Buddhist Art into East (2)</li> </ol>						
Evaluation Method	Evaluation will be based on attendance and performance in the classroom (30%) and final report (70%).						
Textbook and References	No	Title	Author	Publisher	Year	ISBN/ISSN	Classification
	1.	『The Crossroads of Asia: Transformation in Image and Symbol in the Art of Ancient Afghanistan and Pakistan』	E. Errington and J. Cribb (eds.)	Cambridge UP	1992	<a href="#">0-95183991-8</a>	
	2.	『The Diffusion of Classical Art in Antiquity』	J. Boardman	London	1994	<a href="#">0-50023696-8</a>	
URL							
Preparation and Review	The session time is limited and therefore self-directed learning is important. Students are required to prepare and review for each class.						
In Addition							
Last Update	2018/03/06 15:45						



Subject	【IPLA】 International Project Building: Short Film Creation
Day/Period	Wednesday 16:20-17:50
Year	2018
Semester	Spring Semester
Credit(s)	2
Instructor (Position)	RYAN SPRING, PhD (Lecturer at Institute for Excellence in Higher Education)
Eligibility	IPLA
Language	English

Objectives and Summary of Class	<p>Practical English Skills: Learning to work in an international team</p> <p>This course aims to improve students' ability to communicate and express themselves in English through practice in working on an international team to complete a complex project: making a short film in English. This class will be a combined class with international study abroad students, and Japanese participants are expected to have either a high level of English or a high motivation to communicate.</p>
Goal of Study	<p>Students will develop their English comprehension and communication skills through interacting international students, and learning a new skill set (the skills necessary to create a short film) in English. They will further have an opportunity to sharpen their skills in either speaking or writing based on their task choice in the class. Finally, students will also learn to overcome language and cultural differences to work on an international team.</p>
Contents and Class Schedule	<p>Students will be broken into groups of about 6-10 people. Groups will include both Japanese and foreign students. Students must work in international groups to complete a short film in English. All students must participate in the following two activities:</p> <ol style="list-style-type: none"> <li>1. Weekly group meetings – Meetings will be conducted in English. Students must collaborate and come to agreements on how to move forward with their project.</li> <li>2. Presentations – Every week, one person from each group will give a presentation, in English, reporting on the progress of their group.</li> <li>3. Students must decide specific tasks to do in addition to the above activities. Students must pick at least one activity to be in charge of (though they must still help to some degree with other tasks). Tasks include: writing a script, creating story boards, filming, acting, cinematography, editing, sound.</li> </ol> <p>The basic class schedule will be as follows:</p> <p>第1回 Introduction, Group Assignments  第2回 Presentation, Lesson: Script Writing 1  第3回 Presentation, Lesson: Script Writing 2  第4回 Presentation, Lesson: Story Boarding  第5回 Presentation, Lesson: Shooting a Movie 1  第6回 Presentation, Lesson: Shooting a Movie 2  第7回 Presentation, Lesson: Shooting a Movie 3  第8回 Presentation, Lesson: Editing 1</p>
Evaluation Method	<p>Your grade will be determined based on the following:</p> <ol style="list-style-type: none"> <li>1. Attendance/participation (both in class and at group meetings) (30%)</li> <li>2. Quality of your specific task/role (30%)</li> <li>3. Presentations of your work (10%)</li> <li>4. Quality of your final product (10%)</li> <li>5. Reading homework and quizzes (20%)</li> </ol> <p>Grade AA is given to the top 10% students and Grade A is given to the next good 20%.</p>
Textbook and references	
URL	
Preparation and Review	<p>Students will have to meet with and communicate with their team outside of class to work on their projects. Furthermore, students will be expected to complete some individual tasks to fulfill their role in the group. These tasks will vary depending on the role students choose.</p>
In addition	<p>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.</p> <p>The class is shared with Practical English Skills 1-1 and 1-2</p>



Last Update

2018/03/26 15:17







Subject	【IPLA】 Geological Environment and Earthquake Disaster
Day/Period	Thursday 8:50-10:20
Year	2018
Semester	Spring Semester
Credit(s)	2
Instructor (Position)	MASATO MOTOSAKA, Part-time instructor, Prof. Emeritus, Institute for Excellence in Higher Education
Eligibility	IPLA/JYPE
Language	English

Objectives and Summary of Class	This course comprises the lectures, students' presentations and discussions on engineering topics for earthquake disaster prevention considering geological environment.
Goal of Study	To understand the difference of ground motions due to soil conditions for earthquake countermeasures.
Contents and Class Schedule	<p>It is clear through past disastrous earthquakes that the earthquake damage is quite different depending on the geological conditions. The earthquake observation explains this truth. Therefore, it is important to take into account the difference of ground motion due to soil conditions in a seismic design of urban structures and in urban disaster prevention planning. In this course, two reports are requested and students make presentation based on the materials of the task during classes.</p> <p>1. 4/12 Introduction to Earthquake and Building Structures</p> <p>2. 4/19 Recent Earthquake Damage and Lessons(I)</p> <p>3. 4/26 Recent Earthquake Damage and Lessons(II)</p> <p>4. 5/10 Students' presentation on the 1st Report and Discussion</p> <p>5. 5/17 Measurement of Ground Motion and Structural Vibration</p> <p>6. 5/24 Overview of Geological Structure and Ground Motion Characteristics</p> <p>7. 5/31 Introduction to Wave Propagation Theory and Structural Vibration</p> <p>8. 6/7 Structural Health Monitoring</p> <p>9. 6/14 Earthquake Damage Prediction -Natural and Social Information-</p> <p>10. 6/28 Seismic Protection Technology -Earthquake Early Warning System-</p> <p>11. 7/5 Recent Topics on Earthquake Disaster Prevention Projects</p> <p>12. 7/12 Students' presentation on the 2nd Report and Discussion</p>
Evaluation Method	The evaluation will be based on the reports and presentations for the requested subjects.
Textbook and references	
URL	
Preparation and Review	
In addition	In each lecture, the relevant material will be handed out.
	2018/03/27 11:33



Subject	Sports B
Day/Period/Place	Spring Semester Thu 3 その他
Categories	-Health Sciences
Credit(s)	1
Object	全
Instructor (Position)	香森 均, 藤本 敏彦 所属: 高度教養教育・学生支援機構
Term	3セメスター
Course Numbering	ZCP-HES102J
Language Used in Course	Japanese






Class Subject	留学生と学ぶ初心者合気道 Aikido for beginners with Japanese students.
Object and Summary of Class	<p>現代社会は国際交流が飛躍的に進み、卒業後も早い時期に海外で活躍する卒業生も増えています。学生時代の留学によって他文化の中で生活することはいい経験になるでしょう。ただいきなり留学はハードルが高いと思われるかもしれません。そこで東北大学でいながら多国籍の学生が共に学ぶ環境をスポーツでも企画しました。この授業では世界各地から来た多くの留学生さんと共に武道を通して日本文化の一つ「合気道」を学びます。90分間の多国籍空間と考えて下さい。目標は合気道の上達だけではなく「日本の伝統文化」の一端を「武道」を通して経験し、その精神に触れることです。多くの留学生さんが武道の初心者です。皆さんも安心してご参加下さい。指導は日本語で行います。他国籍の若者が日本文化をどう見ているのかなど、国際的に物事を見る経験にもなると思います。スポーツを通じた英会話、護身術にもなります。また運動不足やストレスの解消の方にもお薦めします。初心者と経験者の両方に対応できる一流の講師(名誉教授・理学博士・合気道5段)が楽しく指導します。</p> <p>Aim of this class: To experience "Japanese traditional culture" through practicing martial arts. A first-class lecturer will teach you. We welcome a beginner. We have English interpreter.</p>
Goal of Study	<ul style="list-style-type: none"> <li>合気道の精神に触れ、基礎的技術を経験すること。</li> <li>他国籍空間で学ぶ事。</li> <li>護身術や健康維持の方法を学ぶ。</li> </ul> <p>Goal of this class: To feel the spirit of the martial arts and to experience basic Aikido techniques.</p>
Contents and Progress Schedule of the Class	<p>第1回 合気道概説 Guidance</p> <ul style="list-style-type: none"> <li>合気道の特徴: 和の武道、優劣を競わない、試合をしない、護身術等</li> <li>Lecture: What is Aikido?</li> <li>準備体操(合気体操等)Warm-up exercise.</li> <li>合気道の基礎 受身(前、後)、膝行(前進)、木刀の素振り(合気剣 一の太刀)Basic skill of Aikido.</li> <li>合気道の基本運動 Fundamental techniques.</li> </ul> <p>稽古始め 体の変更(合気道の体捌きの二大基本: 入身、転換)</p> <ul style="list-style-type: none"> <li>諸手取り呼吸法(呼吸力、後受身)</li> </ul> <p>稽古収め 座り呼吸法(呼吸力の養成)、背直し(整理運動)</p> <p>* 上記の運動は毎回行う。</p> <p>第2回 ・体術(Body techniques)——正面打ち第一教(腕抑え)(表、裏)</p> <ul style="list-style-type: none"> <li>剣術(Swordplay)——合気剣一の太刀、右の合わせ、左の合わせ</li> <li>杖術(stickplay)——合気杖の素振り 突きの部分1～5本目</li> </ul> <p>第3回 ・体術——正面打ち第一教(腕抑え)(表、裏)</p> <ul style="list-style-type: none"> <li>剣術——合気剣一の太刀、右の合わせ、左の合わせ</li> <li>杖術——合気杖の素振り 突きの部分1～5本目</li> </ul> <p>第4回 ・体術——正面打ち第一教(腕抑え)(表、裏)</p> <ul style="list-style-type: none"> <li>剣術——合気剣二の太刀、合わせ</li> <li>杖術——合気杖の素振り 突きの部分1～5本目、四方突き</li> </ul> <p>第5回 ・体術——正面打ち第二教(小手回し)(裏)</p> <ul style="list-style-type: none"> <li>剣術——合気剣二の太刀、合わせ</li> <li>杖術——合気杖の素振り 突きの部分1～5本目、四方突き</li> </ul> <p>第6回 ・体術——正面打ち第二教(小手回し)(裏)</p> <ul style="list-style-type: none"> <li>剣術——合気剣三の太刀、合わせ</li> <li>杖術——合気杖 素振り1～5本目、四方突き、三の杖、合わせ</li> </ul> <p>第7回 ・体術——片手取り四方投げ(表、裏)</p> <ul style="list-style-type: none"> <li>剣術——合気剣三の太刀、合わせ</li> <li>杖術——合気杖 素振り1～5本目、四方突き、三の杖、合わせ</li> </ul> <p>第8回 ・体術——片手取り四方投げ(表、裏)</p> <ul style="list-style-type: none"> <li>剣術——四方切り</li> <li>杖術——合気杖 素振り1～5本目、四方突き、六の杖、合わせ</li> </ul> <p>第9回 ・体術——横面打ち四方投げ(表、裏)</p> <ul style="list-style-type: none"> <li>剣術——四方切り</li> <li>杖術——合気杖 素振り1～5本目、四方突き、六の杖、合わせ</li> </ul> <p>第10回・体術——横面打ち四方投げ(表、裏)</p>

	<ul style="list-style-type: none"> <li>・剣術——四方切り</li> <li>・杖術——合氣杖 素振り1～5本目、四方突き、六の杖、合わせ</li> </ul> <p>第11回・体術——正面打ち入身投げ</p> <ul style="list-style-type: none"> <li>・剣術——松竹梅の剣</li> <li>・杖術——合氣杖 素振り1～5本目、四方突き、十三の杖</li> </ul> <p>第12回・体術——正面打ち入身投げ</p> <ul style="list-style-type: none"> <li>・剣術——松竹梅の剣</li> <li>・杖術——合氣杖 素振り1～5本目、四方突き、十三の杖</li> </ul> <p>第13回・体術——片手取り入身投げ(上、下)</p> <ul style="list-style-type: none"> <li>・剣術——松竹梅の剣</li> <li>・杖術——合氣杖 素振り1～5本目、四方突き、十三の杖、組杖</li> </ul> <p>第14回・体術——片手取り入身投げ(上、下)</p> <ul style="list-style-type: none"> <li>・剣術——四方切り、松竹梅の剣</li> <li>・杖術——合氣杖 素振り1～5本目、四方突き、十三の杖、組杖</li> </ul> <p>第15回 全体の復習とまとめ An overall review and Summary and Assessment.</p> <ul style="list-style-type: none"> <li>・体術:5技法——正面打ち第一教(表、裏)、第二教(裏)、四方投げ、入身投げ</li> <li>・剣術:5技法——合氣剣一、二、三の太刀の素振りと合わせ、四方切り、松竹梅の剣</li> <li>・杖術:9技法——合氣杖の素振り—突きの部1～5本目、四方突き、三の杖、六の杖、十三の杖</li> </ul> <p>* 時間的な制約や受講者の習得状況によっては、いくつかの技法を省略する。</p>
 Evaluation Method	<ul style="list-style-type: none"> <li>・出席状況、授業態度、実技テスト</li> </ul> <p>Evaluation: Attendance (50%), Attitude during class(40%), Practical tests(10%)</p>
 Textbook and References	
 URL	
 Preparation and Review	<p>インターネットなどで次週の実技内容を学習する。 Study about Aikido that students learn next week using Internet.</p>
 In Addition	<ul style="list-style-type: none"> <li>・用具の準備は必要ありません。柔道着を貸し出します。</li> </ul> <p>Others: No equipment necessary. Martial arts uniforms (dogi) will be provided.</p>
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④ Subject	Problem/Project-Based Learning Seminar B
④ Day/Period/Place	Spring Semester Thu 3
④ Categories	General Education Subjects - Expansion Subjects-
④ Credit(s)	2
④ Object	全
④ Instructor (Position)	高橋 美能 所属: 高度教養教育・学生支援機構
④ Term	1セメスター
④ Course Numbering	ZDG-GLB808E
④ Language Used in Course	English

④ Class Subject	【展開ゼミ】国際理解教育の実践/Practicum in Education for International Understanding-国際共修ゼミ-
④ Object and Summary of Class	<p>本コースは、「国際理解教育」とは何かについて考えるとともに、留学生と日本人学生が共に教育について議論することを通じて、多角的に教育を捉える見方を身に付けることを目的としている。授業では、国際連合教育科学文化機関の「国際理解教育」の発展と歴史について学び、日本の教育現場での取組を紹介する。参加者には、毎回取り上げるトピックスについて自国の教育事情を調べてくることを課題とし、授業中は小グループになって、他者と議論する。最後には、自身が一番重要と思う教育問題について、グループで意見交換し、問題の共通性や相違性を考えながら、1つのプレゼンテーションにまとめる。授業中の使用言語は、基本的に英語とするが、必要に応じて日本語の使用も認め、グループのメンバーは協力しながら、互いに言語の壁を乗り越えていけるよう工夫する。</p> <p>The aim of this course is to discuss education in the world as a means to establish a deeper understanding of how your own identity developed and your understanding regarding differences and similarities between students from different backgrounds, in order to respect each other and live together peacefully in Japanese society. 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>
④ Goal of Study	<p>1. 言語・文化の異なる学生が「教育」をテーマに自らの経験を振り返って他者に伝え、教育上の問題点や他の国との違いを理解する。 2. メンバーと意見交換しながら協力して1つのプレゼンテーションを作り上げる力を身に付ける。 3. 多様なバックグラウンドの他者と共に議論しながら、多角的な視点で教育について捉えるとともに、自らの価値観や考え方の問い直しを図る。</p> <p>After the course, you will gain, 1. deeper understanding of various issues related to “International Understanding” 2. skills to express your views of education cooperatively in group presentation 3. skills to provide meaningful feedback to other groups 4. understanding of others and ways to cooperate with others 5. ability to debate the deeper meaning of International Education.</p>
④ Contents and Progress Schedule of the Class	<p>本コースでは、留学生と日本人学生が対等な立場で興味と関心を持って積極的に参加することを期待する。授業の前半は知識習得部分と位置づけて、講義と議論を中心に進める。後半はグループでのプレゼンテーションとする。</p> <p>This course gives you the knowledge about the history and development of “International Understanding” in Japan and in the world through learning the policies of the United Nations Educational, Scientific and Cultural Organization. Based on the theory, we will discuss how to practice “Education for International Understanding” at school and university.</p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) History of Education for International Understanding</li> <li>3) Discuss: Is “Virtue” necessary to learn? Or is it learnt through living in society?</li> <li>4) Discuss: What should be taught and included in history textbooks?</li> <li>5) Discuss: Why education is important?</li> <li>6) Discuss: Is education effective for peace?</li> <li>7) Discuss: What and how should Education for International Understanding be taught? Reflect on your school life. What have you learned in education for international understanding? Was it effective?</li> <li>8) Discuss “Human Rights Education” and “Environmental Education” Are human rights education and environmental education related to education for international understanding?</li> <li>9) Discuss: “Peace Education” and “Gender Equality”</li> <li>10) Workshop from a Guest Speaker</li> <li>11) Prepare for Presentation</li> <li>12) Group Presentation</li> <li>13) Group Presentation</li> <li>14) Group Presentation</li> <li>15) Test (1 hour) and Feedback</li> </ol>
④ Evaluation Method	<p>1. 授業への参加度・出席 (20%)、2. 宿題・振り返り (30%)、 3. グループ・プレゼンテーションと相互評価 (30%)、4. 試験 (20%)</p> <p>1. Class Attendance and Participation (20%) 2. Worksheet and Review Sheet (30%) 3. Presentation and Peer Review (30%) 4. Test (20%)</p> <p>Please note if you miss more than 3 classes, you will not be able to pass the course.</p>

 Textbook and References	
 URL	
 Preparation and Review	<p>15回の授業の前半は、リーディングとワークシートを宿題とするため、授業に参加する前に準備してから参加すること。後半は、グループでのプレゼンテーションを予定しているため、授業内の準備時間で資料収集やスライドの作成が終わらない場合は、授業時間外もグループのメンバーと一緒に作業する必要がある場合もある。</p> <p>During the first half of the course, you will have reading and the worksheet as homework every class, and in the second part of the course, you may need to discuss with your group members after the class in order to prepare for the group presentation.</p>
 In Addition	
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④ Subject	Global Studies
④ Day/Period/Place	Spring Semester Thu 3 Spring Semester Thu 4 川北キャンパスA405
④ Categories	General Education Subjects – Expansion Subjects–
④ Credit(s)	2
④ Object	全
④ Instructor (Position)	米澤 由香子 所属:国際連携推進機構
④ Term	1セメスター
④ Course Numbering	ZDG-GLB802E
④ Language Used in Course	English

④ Class Subject	【展開ゼミ】Fieldwork on Society and Education in Japan-国際共修ゼミ-
④ Object and Summary of Class	This course aims to provide academic and practical opportunities for students to experience Japanese society and its education through lectures, group discussion, fieldworks at schools and a public education office in Sendai, and group presentation. In this course, students will obtain basic knowledge about the characteristics and contemporary issues of Japanese education system and develop a comparative view of education/learning systems and practices between Japan and their home country.
④ Goal of Study	After completion of this course, students are expected to: -learn distinctive characteristics of schools in Japan and their education/learning environments (especially on the primary and secondary education level). -understand, describe and respect similarities and differences in cultures and societies through different educational environments between Japan and students' home countries. -acquire skills to construct your ideas through reflecting your thoughts, listening to and integrating peers' views.
④ Contents and Progress Schedule of the Class	<p>This course consists of 11-week sessions including (1) on-site fieldworks and (2) lectures and group discussions in the classroom. Basically, the course uses the 3rd and 4th periods (and a portion of lunchtime to move and start the classes, and sometimes at times into the 5th period) for site visits. In-class sessions use the 3rd period. The site visits take you to a primary school, two junior/senior high schools, and a public education board in Sendai. Participating students learn basic knowledge in terms of the education systems of Japan and other countries, such as characteristics, trends, internationalization and challenges through lectures and discussions in the classroom. The schedule is subject to change.</p> <p>1) April 12th, 3rd period, 13:00-14:30 (in class) "Course Orientation" Briefing on course objectives and schedule/ Icebreaking/ Introducing education system in your country</p> <p>2) April 19th, 3rd period, 13:00-14:30 (in class) "Basic understanding of the education system in Japan" Group discussion on the education system and English teaching at formal schools in Japan and other countries Mini group work: Social survey</p> <p>3) April 26th, 3rd period, 13:00-14:30 (in class) "Group Project" Group presentation planning</p> <p>May 3rd No class (Public holiday (Greenery day))</p> <p>4-5) May 10th, 3rd-4th periods, 13:00-16:10 (fieldwork) "Fieldwork (1) Visiting a Junior &amp; Senior High School (1)" Class observation, interviews and exchange with teachers and students Discussion and announcement</p> <p>May 17th No class</p> <p>6) May 24th, 3rd period, 13:00-14:30 (in class) "Group work (1) Reflection and preparation" Reflecting on what you learnt from the fieldwork (1) Preparing for a visit to the place of fieldwork (2) and (3) Redesigning your group work project</p> <p>7-8) May 31st, 3rd -4th periods, 13:00-16:10 (fieldwork) "Fieldwork (2) Visiting a Junior &amp; Senior High School (2)" Class observation, interviews and exchange with teachers and students Discussion and announcement</p> <p>June 7th No class</p> <p>9-10) June 14th, 3rd-4th periods, 13:00-16:10 (fieldwork) "Fieldwork (3) Visiting Miyagi Prefecture Education Office" Visit to a public office of education in Miyagi prefecture Discussion and announcement</p>

	<p>11) June 21st 3rd period 13:00-14:30 (in class) Group work (2) Reflection and preparation Reflecting on what you learnt from the fieldwork (3) Preparing for a visit to the place of fieldwork (4) Redesigning your group work project</p> <p>12-13) June 28th, 3rd -4th periods, 13:00-16:10 (fieldwork) "Fieldwork (4) Visiting a Primary School" Class observation, interviews and exchange with teachers and students Discussion and announcement</p> <p>14) July 5th, 3rd period, 13:00-14:30 (in class) "Group work (3) Reflection and group work project" Reflecting on what you learnt from the fieldwork (4) Preparation for group presentation</p> <p>15) July 12th, 3rd-4th periods, 13:00-16:00 (at a secondary school) "Group project presentation" 13:00-14:00 Preparation 14:00-15:40 Presentation 15:40-16:00 Summary</p> <p>July 19th No class July 26th No class, Final Paper Assignment due date (5pm)</p>																					
<p>4 Evaluation Method</p>	<p>Emphasis is put on your class participation. Assessment of your performance will be determined as follows:</p> <p>1. Attendance and class participation: 30% Attendance of all sessions and active participation in fieldworks and class discussions are evaluated. Every student will be allowed one excused absence. Two late arrivals (10 minutes or more) on in-class session will be equal one absence. Three missed classes will equal to a failing grade, unless an adequate reason is provided. Please be advised that students absent from classes more than three times will not receive course credits. If a student wishes to be excused from a class due to unavoidable reasons, such as illness or a family emergency, it is the responsibility of the student to inform the instructor of the absence by email as soon as possible (preferably before the expected absence). Students are responsible for ensuring that their schedule allows them to come to class on time.</p> <p>2. Writing Assignments (at most sessions): 30% Topics for assignments will be given at classes. The writing assignments should be 1-2 pages in length and be word-processed, using a standard 12-point font size of the Times New Roman style on every other line (double-spaced and 23 lines per pages) of A4-sized paper. The assignments must be submitted via email to the instructor. No late hand-ins will be accepted for any reason. Students who miss a class should contact the instructor by email in order to get the assignment of the session.</p> <p>3. Final Paper Assignment: 20% Students will write the comparative analysis of education policies, systems and practices between Japan and his/her home country. Specific topics can be chosen by their academic concern, while the paper should include findings and insights from fieldworks, readings and any available resources with the proper use of citations. The final paper assignment should be 7-8 pages in length, in addition to a bibliography and any applicable appendices, and be word-processed. Use a standard 12-point font size of the Times New Roman style on every other line (double-spaced and 23 lines per pages) of A4-sized paper. This final paper assignment will be evaluated on the basis of conciseness, completeness and the concluding treatment of your research question. The final paper assignment must be submitted via email by the specified due date to the instructor.</p> <p>4. Group presentation: 20% Each group will present the project, summarizing what the topic is and what the group found through research activities in the course. Students should use presentation software (e.g. Powerpoint). The instructor will provide more guideline regarding the presentation format at in-class sessions.</p> <p>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%)</p>																					
<p>4 Textbook and References</p>	<table border="1"> <thead> <tr> <th>No</th> <th>Title</th> <th>Author</th> <th>Publisher</th> <th>Year</th> <th>ISBN/ISSN</th> <th>Classification</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>『Education in contemporary Japan: Systems and contents.』</td> <td>Murata, Y. and Yamaguchi, M.</td> <td>Toshindo</td> <td>2010</td> <td><a href="#">978-4-88713-979-4</a></td> <td></td> </tr> <tr> <td>2.</td> <td>『Understanding Japanese society.』</td> <td>Hendry, J.</td> <td>Routledge</td> <td>2013</td> <td><a href="#">978-0-415-67914-5</a></td> <td></td> </tr> </tbody> </table>	No	Title	Author	Publisher	Year	ISBN/ISSN	Classification	1.	『Education in contemporary Japan: Systems and contents.』	Murata, Y. and Yamaguchi, M.	Toshindo	2010	<a href="#">978-4-88713-979-4</a>		2.	『Understanding Japanese society.』	Hendry, J.	Routledge	2013	<a href="#">978-0-415-67914-5</a>	
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<p>4 URL</p>																						
<p>4 Preparation and Review</p>	<p>Assignment 1: The education system in your home country (Due: 5pm on April 16th) Assignment 2: Interview exercise (Due: 5pm on April 23rd) Assignment 3: Topic of the group project/ Questions to the school for Fieldwork (1) (Due: 5pm on April 23rd) Assignment 4: Reflection on the fieldwork (1) (Due: 5pm on May 14th) Assignment 5: Questions to the school for Fieldwork (2) (Due: 5pm on May 28th) Assignment 6: Questions to the Miyagi Education Office for Fieldwork (3) (Due: 5pm on June 4th) Assignment 7: Reflection on the fieldwork (3) (Due: 5pm on June 18th) Assignment 8: Questions to the school for Fieldwork (4) (Due: 5pm on June 25th) Assignment 9: Redesigning your group project (4) (Due: 5pm on July 2nd) Assignment 10: Submitting group project slides (4) (Due: 5pm on July 9th) Final Paper Assignment Due:5pm on July 26th</p>																					
<p>4 In Addition</p>	<p>The maximum number of students for this course is fixed at twenty due to the convenience of the site visit for fieldwork. Priority will be given to IPLA students.</p>																					
<p>4 Last Update</p>	<p>2018/03/06 15:43</p>																					

Subject	Japanese Society and Culture B
Day/Period/Place	Spring Semester Thu 4 川北キャンパスA101
Categories	General Education Subjects - Expansion Subjects-
Credit(s)	2
Object	全
Instructor (Position)	坂本 友香 所属: 高度教養教育・学生支援機構
Term	1 Semester
Course Numbering	ZDG-GLB804E
Language Used in Course	English

Class Subject	【展開ゼミ】Understanding Japan through Miyagi's Traditional Culture (Sendai Tanabata Festival)-国際共修ゼミ-														
Object and Summary of Class	This course provides opportunities for both international and local students to develop a better understanding of Miyagi's traditional culture through taking part in the Sendai Tanabata festival. Students will not only learn about the historical background of Sendai and its festival, but also design and create Tanabata decorations. This course is conducted in English.														
Goal of Study	<ol style="list-style-type: none"> <li>Students will gain fundamental knowledge of Miyagi's traditional culture through participating in the Sendai Tanabata festival.</li> <li>Students will demonstrate an understanding of Miyagi's traditional culture, by studying the historical background of the Sendai Tanabata festival and its meaning to local community members, schools, and businesses.</li> <li>Students will effectively engage in interpersonal communication, and exchange opinions and information.</li> </ol>														
Contents and Progress Schedule of the Class	<p>The contents and schedule are as shown below, but subject to change depending on the progress of creating Tanabata decorations.</p> <p>Week 1: Introduction 4/12  Week 2: Sendai Tanabata festival 4/19  *NOTE: Field Trip scheduled on Saturday, April 21 (all day)  Week 3: Preparation for presentation on Tanabata decorations design 4/26  Week 4: Group presentations 5/10  Week 5: Group presentations 5/17  Week 6: Creation of Tanabata decorations 5/24  Week 7: Creation of Tanabata decorations 5/31  Week 8: Creation of Tanabata decorations 6/7  Week 9: Creation of Tanabata decorations 6/14  Week 10: Creation of Tanabata decorations 6/21  Week 11: Creation of Tanabata decorations 6/28  Week 12: Creation of Tanabata decorations 7/5  Week 13: Creation of Tanabata decorations 7/12  Week 14: Creation of Tanabata decorations 7/19  Week 15: Creation of Tanabata decorations 7/26  Week 16: Creation of Tanabata decorations, Class wrap-up 8/2</p> <p>[IMPORTANT]  MANDATORY attendance at the first class meeting (April 12th).  This course CANNOT accept students who join from the second week.  Field Trip scheduled on Saturday, April 21 (all day)</p>														
Evaluation Method	<p>Students will be assessed and graded based on the following:  Attendance and participation 40%  Group presentation 20%  Homework 10%  Final report 30%</p> <p>Two (2) late arrivals (more than 20 minutes late) or early leaves equal one (1) absence.</p>														
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 Preparation and Review	Group work
 In Addition	References (handouts) are provided, when needed. You must attend the first class session. Office hours are from 11:00 to 13:00 on Wednesdays. Please make an appointment in advance via email or other means. The contact information for the lecturer will be given in class.
 Last Update	2018/03/06 15:44




Subject	Business Communication B
Instructor	ROMAN RAYMOND SCOTT
Day/Period	Spring Semester Thu 4
Eligible Participants	3・4
Course Numbering	EAL-ECM321E
Credit(s)	2

Object and summary of class	The purpose of this course is to increase your business communication and English knowledge and abilities relating to business. We will discuss and practice assertiveness and negotiation, with a focus on improving practical English communication vocabulary and skills. The main readings will examine negotiation concepts. Class work will include small-group exercises and the report will be a team project.						
Goal of study	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.						
Contents and progress schedule of the class	1: Introduction 2: Assertiveness 3: Practice Scenario 1 4: What is Effective Negotiation? 5: Effective Negotiation Part II 6: Practice Scenario 2 7: Effective Negotiation Part III 8: Test 9: Additional Negotiation Theory 1 10: Additional Negotiation Theory 2 11: Report Check-In 1: Your Main Idea 12: Culture & Negotiation; Practice Scenario 3 (Japanese and American Negotiation) 13: Report Check-In 2: Your Draft or Outline 14: Scenario 4? 15: Report Due; What did we learn? Comments; Q&A						
Language Used in Course	English (Instruction and classroom discussion). 日本語での質問、相談も可能。						
Evaluation method	Report 50%    Test 40%    Participation 10%						
Textbook and references	No	Title	Author	Publisher	Year	ISBN/ISSN	Classification
	1.	『Getting To Yes: Negotiating An Agreement Without Giving In』	Fisher	Ury & Patton	2012 Ed	<a href="https://www.amazon.co.jp/dp/9781847940933">9781847940933</a>	
URL							
Preparation and Review	Students should ・ Be prepared for each class ・ Complete all assignments completely and on time ・ Participate effectively and energetically in class exercises ・ Give best effort in all activities						
Attached File							
In addition	Other materials will be provided as needed Office hours: Thursday 13:30-14:30 or by appointment (Please send email beforehand.) Email: <a href="mailto:professor@rayroman.net">professor@rayroman.net</a>						
Last Update	2018/03/06 11:19						

④ Subject	Global Studies
④ Day/Period/Place	Spring Semester Fri 3 Spring Semester Fri 4 川北キャンパスC306
④ Categories	General Education Subjects – Expansion Subjects–
④ Credit(s)	2
④ Object	全
④ Instructor (Position)	Oscar Gomez 所属:
④ Term	1セメスター
④ Course Numbering	ZDG-GLB802E
④ Language Used in Course	English

④ Class Subject	【展開ゼミ】-国際共修ゼミ-																												
④ Object and Summary of Class	As the world grows densely interlinked, the challenge of dealing with multiple problems affecting people despite national boundaries has become prominent. In absence of a world government, humanity's response to these problems has been referred to as global governance. This course provides a panoramic view of the elements that come into play while governance is pursued at the global level.																												
④ Goal of Study	By the end of the course, students are expected to possess a basic understanding of ongoing debates about global governance. Students will be able to describe pressing challenges, identify major stakeholders involved in providing solutions, describe the dynamics of the existing governance structure and offer informed comments about it. Additionally, the course is designed to motivate critical thinking and to improve research and presentation skills.																												
④ Contents and Progress Schedule of the Class	<p>第1回 Introduction: Overview of the course, reading assignments and fine-tuning</p> <p>第2回 Challenges of global governance (I) Issues related to our global commons</p> <p>第3回 Challenges of global governance (II) Issues related to our common humanity</p> <p>第4回 Challenges of global governance (III) Issues related to our exchanges</p> <p>第5回 Main actors (I) The UN system</p> <p>第6回 Main actors (II) The UN system, Regional actors and other organizations</p> <p>第7回 Main actors (III) Non-state actors</p> <p>第8回 Tools (I) Framing and agenda setting</p> <p>第9回 Tools (II) Human rights and international law</p> <p>第10回 Tools (III) Conflict resolution, agreement and enforcement</p> <p>第11回 Japan's International Cooperation (I) The ethics, politics and practice of international cooperation</p> <p>第12回 Japan's International Cooperation (II) A brief history of Japan's international cooperation</p> <p>第13回 Japan's International Cooperation (III) Human security and the quest to go beyond development</p> <p>第14回 Final presentations</p> <p>第15回 The future of global governance: Upcoming trends and feedback on the course</p>																												
④ Evaluation Method	<p>Grading for the course will be determined as follows:</p> <p>1. Attendance and participation 20%</p> <p>2. Article presentations 20%</p> <p>3. Final research project 30%</p> <p>4. Final presentation 30%</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>																												
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 Preparation and Review	<p>The class is divided in four modules, three on global governance and one specific to Japan's international cooperation. Classes will consist of general introductions by the instructor, followed by short presentations by students and general discussions.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Please read the assigned materials in advance to each class.</li><li><input type="checkbox"/> Plagiarism is not tolerated. Be sure to adequately cite others' work.</li></ul>
 In Addition	
 Last Update	2018/03/06 15:43

Subject	【IPLA】 Science, Technology, and Industry of Japan
Day/Period	Friday 13:00-14:30
Year	2018
Semester	Spring Semester
Credit(s)	2
Instructor (Position)	YOSHIHITO SHIGENO, Emeritus Professor, Institute for Excellence in Higher Education
Eligibility	IPLA/JYPE
Language	English

Objectives and Summary of Class	This course aims at providing knowledge on the distinctive features of traditional and contemporary Japanese industries. By comparing these industries, you could reconsider and more deeply understand the Japanese society from the view of science.
Goal of Study	Students learn the basis of science and technology through the simple problems provided for each topic. The relation to our society is also to be learned.
Contents and Class Schedule	<p>1. 4/13 Guidance</p> <p>2. 4/20 Electric vehicle and Fuel cell vehicle I 3. 4/27 Electric vehicle and Fuel cell vehicle II 4. 5/11 Electric vehicle and Fuel cell vehicle III The development of the electric vehicle and the fuel cell vehicle will be discussed in connection with the environmental issues. Other new technologies like a hybrid vehicle and an ultra-capacitors are to be discussed.</p> <p>5. 5/18 Advanced steel I 6. 5/25 Advanced steel II The super steel having the possibility of the revolutionary impact to the infrastructures will be discussed.</p> <p>7. 6/1 Super conductivity-magnet levitation train I 8. 6/8 Super conductivity-magnet levitation train II The unique technology of the high speed train levitated by the superconductivity magnet being developed in Japan will be discussed. The effect to the future traffic system will be also discussed.</p> <p>9. 6/15 Katana (Japanese Sword) I Traditional Japanese technology of producing Katana will be introduced and its metallurgical aspects are to be discussed.</p> <p>10. 6/22 Robot (Humanoid) I 11. 6/29 Robot (Humanoid) II 12. 7/6 Robot (Humanoid) III Human like robots (humanoid) are being studied widely in Japan. The principle of walking and running with two legs and the effect of the humanoid to the society will be discussed.</p> <p>13. 7/13 Semiconductor I 14. 7/20 Semiconductor II 15. 7/27 Exam The process of the innovative invention of the “blue laser diode” will be discussed. The new -type LED (light emitted diode) created by using the nanotechnology that is developed in this university is introduced as well.</p>
Evaluation Method	Evaluation will be based on class participation, homework assignment and the final examination.
Textbook and references	
URL	
Preparation and Review	
In addition	Some lecture materials are to be provided in advance of the class. VTR will be often used for better understanding of the lectures.
Last Update	2018/03/27 11:10

④ Subject	Introduction to Language Sciences (English)
④ Day/Period	Spring Semester Fri 3 M601大ホール左
④ Categories	-
④ Credit(s)	2
④ Instructor	WANNER PETER JOHN
④ Subject Numbering	KIC-LIN513E
④ Language Used in Course	English

④ Class subject	Introduction to Language Sciences (English)																														
④ Object and summary of class	This course will examine the structure of human language. Students will look at various theories and how to formulate them so they can try to represent and account for the structure and functions of human language.																														
④ Goal of study	The goal of the course is for students to get a firm grasp of General Linguistics, and be able to solve simple linguistic problems.																														
④ Contents and Object of class	概要 The course is planned to proceed in the basic order of the textbook chapters, approximately one chapter for every week.																														
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15.	Week 15 Final Test																														
④ Contents and Object of class	試験 This course is planned to proceed along the schedule above. However, there may be changes in adjusting to the class and the teaching situation. Besides the class meetings, there will be homework and two tests.																														
④ Evaluation Method	In course participation 20%, assignments 20%, mid-term 30%, and final 30%.																														
④ Textbook and references	Akmajian, Adrian, Demers, Richard A., Farmer, Ann K., and Harnish, Robert M., An Introduction to Language and Communication (Sixth Edition)2010 Massachusetts Institute of Technology. The MIT Press; Cambridge, Massachusetts, London, England.																														

 self study	Homework for every class.
 In addition	
 Last Update	2018/02/21 00:56

Subject	【IPLA】 Karate and Japanese Culture
Day/Period	Friday 16:20-17:50
Year	2018
Semester	Spring Semester
Credit(s)	2
Instructor (Position)	BARRY KAVANAGH, PhD (Lecturer at Institute for Excellence in Higher Education)
Eligibility	IPLA
Language	English

Objectives and Summary of Class	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.
Contents and Class 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. <ol style="list-style-type: none"> <li>1). Introduction to the course</li> <li>2). Karate around the world (Types, history, and philosophy).</li> <li>3). Karate Kion (basics) Group tasks and discussion</li> <li>4). Karate: Basic kata (forms) Group tasks and discussion</li> <li>5). Karate: Kumite (sparring) Group tasks and discussion</li> <li>6). Karate: Rules of competition Group tasks and discussion</li> <li>7). Topic. Group tasks and discussion</li> <li>8). Topic. Group tasks and discussion</li> <li>9). Topic. Group tasks and discussion</li> <li>10). Topic. Group tasks and discussion</li> <li>11). Topic. Group tasks and discussion</li> <li>12). Topic. Group tasks and discussion</li> <li>13). Topic. Group tasks and discussion</li> <li>14). Group presentations</li> <li>15). Group presentations</li> </ol>
Evaluation Method	Discussion and written work 30% Group presentation 40% In-class participation 30%
Textbook and references	
URL	
Preparation and Review	
In addition	Materials will be provided. 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. The class is shared with Practical English Skills.
Last Update	2018/02/14 13:51

Subject	Regional Enterprises(Special Lectures)
Instructor	<a href="#">MICHI FUKUSHIMA</a>
Day/Period	Spring Semester Fri 6
Eligible Participants	3・4
Course Numbering	EAL-MAN366J
Credit(s)	2

Object and summary of class	The purpose of the course is for students to understand features of Japanese businesses, especially focusing on SMEs and Regional Enterprises (REs) and their surroundings. In addition, related theories and concepts are introduced showing examples.						
Goal of study	The students are required as follows: (1)to understand the situations of REs and SMEs in Japan, (2)to understand basic management theories and concepts, (3)to compare between the SMEs and REs in Japan and those in their own countries, (4)to think how to apply what they have learned to their own countries' SMEs and REs cases.						
Contents and progress schedule of the class	<p>One topic is picked up in each class. The students learn and think the topic through listening lecture, case studies, and group discussion. A class will consist of three parts: (1) lecture on the topic, (2) Q&amp;A, (3) group discussion. The schedule is as follows; (Note that the schedule and contents are subject to change.)</p> <ol style="list-style-type: none"> <li>1) Orientation: What is the purpose of this course? Self-introduction</li> <li>2) Enterprises and regions: How are regional factors and enterprises' activities related?</li> <li>3) Time-honored companies and business transformation in Japan</li> <li>4) Resource creation by REs: How does exhausted countryside revive their economy?</li> <li>5) Knowledge creation by REs: How do Japanese companies make innovation happen?</li> <li>6) Spontaneously emerging clusters in Japan: What is the secret of innovative regions in Japan?</li> <li>7) Collaboration among industry, academia, and government in Japan: What are the roles of academia and regional entities in making innovation happen?</li> <li>8) Entrepreneurship in Japan: Why is entrepreneurial spirit weak in Japan?</li> <li>9) Ecosystems for startups: How do large companies and startups collaborate?</li> <li>10) Revitalizing the primary industry: Can Japanese the primary industry survive in international competition and how?</li> <li>11) Restoring from the East Japan great earthquake: How have the companies that suffered from 3.11 Tsunami revived?</li> <li>12) Social Ventures and regional society: How can business solve social problems?</li> <li>13-14) Field trip</li> <li>15) Final Examination</li> </ol>						
Language Used in Course	English						
Evaluation method	Students will be evaluated based on: (1) class attendance (50%), (2) in-class participation (20%), (3) reports or final exam (30%).						
Textbook and references	No	Title	Author	Publisher	Year	ISBN/ISSN	Classification
	1.	『Routledge Handbook of Japanese Business and Management』	Parissa Haghirian	Routledge	2016	<a href="#">978-0-415-73418-9</a>	reference
URL							
Preparation and Review							
Attached File							
In addition	Absent without notice is never allowed. Materials are prepared by the instructor.						
Last Update	2018/02/28 13:58						