

IPLA 2017  
Spring Semester  
Course Description

Tohoku University

<b>Regular Courses</b>	<b>4</b>
1. Japanese (To be announced)	6
2. Japanese Corporate Culture, Decision-Making	8
3. International Project II	12
4. International Understanding and Multiculturalism through Education	14
5. Understanding Japan through Miyagi's Traditional Culture (Sparrow Dance)	16
6. Understanding Japan through Miyagi's Traditional Culture (Sendai Tanabata Festival)	18
7. Japanese Communication Behaviors: Business	21
8. History of Art in Ancient Eurasia	23
9. Aikido for Beginners	25
10. Fieldwork on Society and Education in Japan	27
11. Universities in Japan and the World	31
12. International Project Building: Short Film Creation	35
13. Karate and Japanese Culture	38
14. Career Development for Global Business Leadership	40
15. Global Governance and Japan's International Cooperation	43
16. Science, Technology and Industry of Japan	45
17. Geological Environment and Earthquake Disaster	47
18. Introduction to Humanities and Social Sciences: Logic via puzzle	49
19. Introduction to Humanities and Social Sciences: Social issues of Japan	51
20. Understanding Japanese History	53
21. Japanese Business and Economy B	56
22. Business Communication B	58
23. Microeconomics II	60
24. International Business	62
25. Development Economics	65
26. Introduction to Language Sciences	67

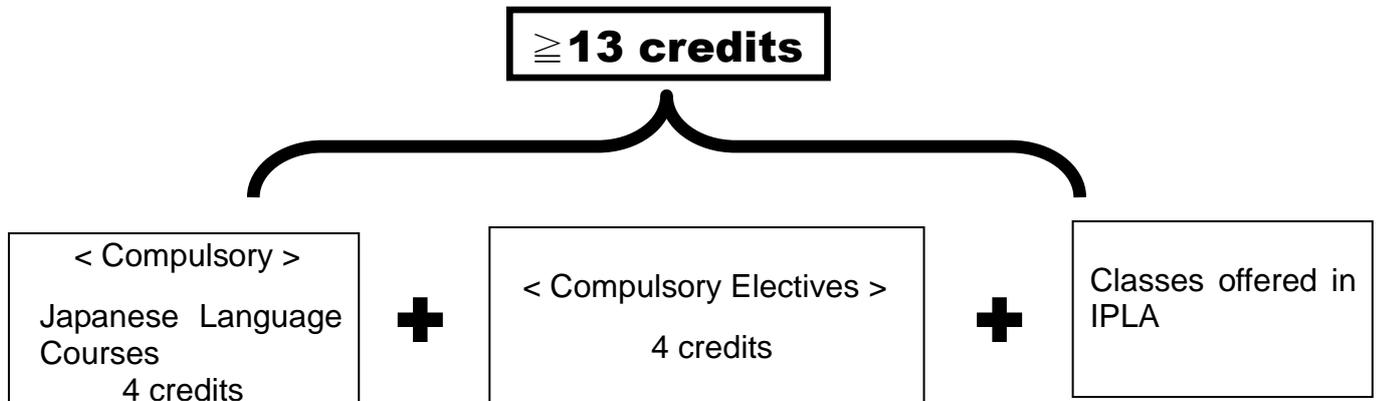
1. Philosophical Logic
2. Sociology
3. Traditional Japanese Kampo
4. Development Economics, Agricultural Economics
5. Introduction to Statistical Decision Theory
6. Linguistics

	I 8:50-10:20	II 10:30-12:00	III 13:00-14:30	IV 14:40-16:10	V 16:20-17:50	VI 18:00-19:30
Mon	Universities in Japan and the World	Japanese Corporate Culture, Decision-Making	Japanese Communication Behaviors: Business		Microeconomics II	
Tue	Understanding Japan through Miyagi's Traditional Culture (Sparrow Dance) Set with Friday class	International Business		Understanding Japanese History		
	Japanese Business and Economy B			Development Economics		
Wed	Japanese		Introduction to Humanities and Social Sciences: Logic via puzzle	International Project II	History of Art in Ancient Eurasia	
				Introduction to Humanities and Social Sciences: Social issues of Japan	International Project Building: Short Film Creation	
				Career Development for Global Business Leadership		
Thu	Geological Environment and Earthquake Disaster		International Understanding and Multiculturalism through Education	Business Communication B		
			Aikido for Beginners	Understanding Japan through Miyagi's Traditional Culture (Sendai Tanabata Festival)		
			Fieldwork on Society and Education in Japan			
Fri	Japanese		Understanding Japan through Miyagi's Traditional Culture (Sparrow Dance) Set with Tuesday class		Karate and Japanese Culture	
			Introduction to Language Sciences	Global Governance and Japan's International Cooperation		
			Science, Technology and Industry of Japan			

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

**[Requirements]**

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



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





<b>Course Title</b>	<b>Japanese Corporate Culture, Decision-Making</b>	
<b>Instructor(s), Position</b>	Chiaki Suematsu, Lecturer	
<b>Day and Period</b>	Monday 10:30-12:00	First Class: April 10
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:csuematsu@purplehill.co.jp">csuematsu@purplehill.co.jp</a>	

<b>Objectives and Outline</b>
<p>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.</p>
<b>Goal of Study</b>
<p>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.</p>
<b>Content and Course Schedule</b>
<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</p>

of groups.

The class schedule is as follows:

1) Introduction: Present an overview of the course.

Work on a simple case of decision-making.

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?

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?

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.

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?

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.

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.

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.

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?

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 making. What kind of things should the facilitator do?

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.

12) Theme: Facilitator 2

Continue to focus on the facilitator. Students will be asked to perform the role of facilitator during the class.

13) Student Presentations

Student groups will make presentations followed by questions and answers.

14) Student Presentations

Student groups will make presentations followed by questions and answers.

15) Summary

Return the graded student presentations. Summarize the course.

**Evaluation Method**

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.

Grades for the course will be assigned as follows:

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

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

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

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

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

#### **Textbook and References**

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

Facilitator's Guide to Participatory Decision-Making, Sam Kaner, Jossey-Bass Inc., 2007, 978-0-7879-8266-9, 978-0-7879-8266-9

#### **In addition**

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.

There will be four to five written assignments.

The final presentation is the group one. Students need to prepare for the presentation outside of the class hours.

Students enrolling in this course must have good English proficiency.

<b>Course Title</b>	<b>International Project II</b>	
<b>Instructor(s), Position</b>	Kazuko Suematsu, Prof.	
<b>Day and Period</b>	Wednesday 14:40-16:10	First Class: April 12
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:suematsu@insc.tohoku.ac.jp">suematsu@insc.tohoku.ac.jp</a>	

<b>Objectives and Outline</b>
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.
<b>Goal of Study</b>
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.
<b>Content and Course Schedule</b>
<ul style="list-style-type: none"> <li>1 : Introduction about the class and project</li> <li>2 : Team assignment and team-building</li> <li>3 : Project planning</li> <li>4 : Project planning</li> <li>5 : Project proposal presentation</li> <li>6 : Project preparation</li> <li>7 : Information sharing &amp; feedback</li> <li>8 : Project preparation</li> <li>9 : Project preparation</li> <li>10 : Project preparation</li> <li>11 : Project preparation</li> <li>12 : Project preparation</li> <li>13 : Project in action</li> </ul>

<p>14 : Project in action</p> <p>15 : Final presentation</p>
<p><b>Evaluation Method</b></p>
<p>Report (30%), Presentations (20%) Commitment to projects (30%) Quality of competed projects</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<p><b>In addition</b></p> <p><a href="http://www.ihe.tohoku.ac.jp/intercul/">http://www.ihe.tohoku.ac.jp/intercul/</a></p> <p>In order to plan and carry out a project, students are expected to meet and discuss the project outside the class.</p>

<b>Course Title</b>	<b>International Understanding and Multiculturalism through Education</b>	
<b>Instructor(s), Position</b>	Mino Takahashi, Assoc. Prof. Sicong Chen, Lecturer	
<b>Day and Period</b>	Thursday 13:00-14:30	First Class: April 13
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:mino.takahashi.c3@tohoku.ac.jp">mino.takahashi.c3@tohoku.ac.jp</a> <a href="mailto:sicong.chen@tohoku.ac.jp">sicong.chen@tohoku.ac.jp</a>	

### **Objectives and Outline**

The aim of this course is to discuss international understanding and multiculturalism in the educational context. By so doing, it aims to facilitate a deeper understanding of how your own identity is developed, and your understanding regarding similarities and differences between people of diverse backgrounds. It is hoped that such discussion and understanding contribute to the development of society in which all respect each other and live together peacefully.

We will try to create a classroom environment in which students learn from each other, and everyone's view is heard and taken into consideration. We expect your active participation in the class.

### **Goal of Study**

After the course, you will gain

1. A deeper understanding of various issues about international understanding and multiculturalism;
2. Skills to express views about education in a cooperative way through practice of group presentation;
3. Skills to give meaningful feedback to co-learners;
4. Ability to have deeper discussion about international and multicultural education.

### **Content and Course Schedule**

This course, first, 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; and second, equips you a deeper understanding of the concept of multiculturalism and facilitates a critical examination of educational issues in the multiculturalist perspective. Based on the theoretical knowledge, we will discuss how to practice "Education for International Understanding" and multicultural

education at school and university.

**Evaluation Method**

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

Grades for the course will be assigned as follows:

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

**In addition**

You have homework before attending the class. Also, you may need to meet with your group members to make a plan and slides for presentation outside of classroom.

<b>Course Title</b>	<b>Understanding Japan through Miyagi's Traditional Culture (Sparrow dance)</b>	
<b>Instructor(s), Position</b>	Kaori Shimasaki, Senior Assistant Prof.	
<b>Day and Period</b>	Tuesday 8:50-10:20 Friday 13:00-14:30	First Class: April 11
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:k.shimasaki@m.tohoku.ac.jp">k.shimasaki@m.tohoku.ac.jp</a>	

### Objectives and Outline

This course aims to explore the traditional phases of Japanese culture to enhance the students' understanding of the origin of modern Japanese society and mental phases of the Japanese people. The course focuses on the traditional culture of Miyagi prefecture, on the basis that understanding the local area is an important part of being global. In this course, students will practice Suzume odori(Sparrow dance), which is a traditional dance in Sendai, and Japanese traditional drums with locals and then participate in Sendai-aoba festival. Students will learn basic knowledge of ethnography and enhance their understanding of Miyagi's traditional culture through their observation and participation.

### Goal of Study

To understand what suzume odori is, what meaning suzume odori has in local culture of Sendai and why suzume odori is attractive to local people  
To develop basic skills to conduct fieldwork and ethnography.

### Content and Course Schedule

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

- 1) Introduction/ Tuesday 11th April @classroom
- 2) What is "qualitative reserch"? /Friday 14th April @classroom
- 3) Suzume Odori ① / Tuesday 18th April @Kawauchi Gym
- 4) What is "ethnography"? /Friday 21st April @classroom
- 5) Ohayashi ①/ Sunday 23rd April (10:00-12:00) @Aobayama Gym

- 6) Suzume Odori ② / Tuesday 25th April @Kawauchi Gym
- 7) What can we know through observation? /Friday 28th April @classroom
- 8) Suzume Odori & Ohayashi ③ / Tuesday 2nd May @Kawauchi Gym
- 9) Ohayashi ②/ Sunday 7th May (10:00-12:00) @Aobayama Gym
- 10) Suzume Odori & Ohayashi ④ / Tuesday 9th May @Kawauchi Gym
- 11) Making research questions / Friday 12st May @classroom
- 12) Suzume Odori & Ohayashi ⑤ / Tuesday 16th May @Kawauchi Gym
- 13) Pareparation for data collection / Friday 19th May @classroom
- 14) Aoba Matsuri / Saturday 20th May (Whole day) @Town
- 15) Analysis and sum-up / Tuesday 22nd May @classroom

26th May, 30th May, 2nd June→ No class

**【IMPORTANT】**

- ※ The first lecture (11th April) is **COMPULSORY**. This course **CANNOT** accept students who 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) in the first lecture.

**Evaluation Method**

Students will be assessed and graded based on active participation (40%), homework (20%) and final report (40%). The details of assessment will be provided in lecture.

Grades for the course will be assigned as follows:

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

**In addition**

Students are required to practice the dance or ohayashi outside the classroom.

Email: k.shimasaki@m.tohoku.ac.jp

Tel: (022)795-3749

<b>Course Title</b>	<b>Understanding Japan through Miyagi's Traditional Culture (Sendai Tanabata Festival)</b>	
<b>Instructor(s), Position</b>	Yuka Sakamoto, Specially Appointed Assoc. Prof.	
<b>Day and Period</b>	Thursday 14:40-16:10	First Class: April 13
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:yuka.sakamoto.a3@tohoku.ac.jp">yuka.sakamoto.a3@tohoku.ac.jp</a>	

<b>Objectives and Outline</b>
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.
<b>Goal of Study</b>
<ol style="list-style-type: none"> <li>1. Students will gain fundamental knowledge of Miyagi's traditional culture through participating in the Sendai Tanabata festival.</li> <li>2. 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>3. Students will effectively engage in interpersonal communication, and exchange opinions and information.</li> </ol>
<b>Content and Course Schedule</b>
<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 4/13  Week 2: Sendai Tanabata festival 4/20  *NOTE: Field Trip scheduled on Saturday, April 22 (all day)  Week 3: Preparation for presentation on Tanabata decorations design 4/27  Week 4: Group presentations 5/11  Week 5: Group presentations 5/18  Week 6: NO CLASS 5/25</p>

Week 7: NO CLASS 6/1

Week 8: Creation of Tanabata decorations 6/8

Week 9: Creation of Tanabata decorations 6/15

Week 10: Creation of Tanabata decorations 6/22

Week 11: Creation of Tanabata decorations 6/29

Week 12: Creation of Tanabata decorations 7/6

Week 13: Creation of Tanabata decorations 7/13

Week 14: Creation of Tanabata decorations 7/10

Week 15: Class wrap-up 7/27

Week 16: NO CLASS 8/3

[IMPORTANT]

MANDATORY attendance at the first class meeting (April 13th).

This course CANNOT accept students who join from the second week.

Field Trip scheduled on Saturday, April 22 (all day)

No classes on May 4th (National holiday), May 25th, June 1st, and August 3rd

### **Evaluation Method**

Students will be assessed and graded based on the following:

Attendance and participation 40%

Group presentation 20%

Homework 10%

Final report 30%

Grades for the course will be assigned as follows:

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

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

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

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

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

### **Textbook and References**

Sendai Tanabata Matsuri Tanabata Nanasai, Emiko Oumi, Kazenotoki Henshubu, 2007, 978-4-9903231-3-4, Reference

**In addition**

<http://www.sendaitanabata.com/en>

<https://www.jnto.go.jp/eng/spot/festival/sendaitanabata.html>

Group work

References (handouts) are provided, when needed.

You must attend the first class session.

The maximum number of participants for this course is 30 (25 international students, 5 local students). If there are more applicants than places, participants will be selected by lottery.

Office hours are from 11:00 to 13:00 on Wednesdays. Please make an appointment in advance via email or other means.

<b>Course Title</b>	<b>Japanese Communication Behaviors: Business</b>	
<b>Instructor(s), Position</b>	Kikue Yamamoto, Lecturer	
<b>Day and Period</b>	Monday 13:00-14:30	First Class: April 10
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:yamamotok@sea.sannet.ne.jp">yamamotok@sea.sannet.ne.jp</a>	

<b>Objectives and Outline</b>
<p>The purpose of this course is to provide students with an overview of Japanese communication behaviors in business using a comparative approach with other cultures.</p> <p>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 daily life in Japan. They will learn a problem solving at a multi-cultural environment.</p> <p>As extra-curricular activities, they will visit a Japanese company to deepen their understanding about Japanese culture.</p>
<b>Goal of Study</b>
<p>They will gain knowledge about Japanese communication behaviors in business, and increase their appreciation for Japanese culture. They will also see a link about how Japanese communication behaviors in business are greatly influenced by Japanese values.</p> <p>They will also gain some knowledge for other cultures as well as basic problem solving tool and ways, required at a multi-cultural environment.</p> <p>They will be able to apply some of their learning in real life in the future.</p>
<b>Content and Course Schedule</b>
<p>In almost every class students will have a peer discussion in the first 10-15 minutes to share their intercultural experiences with their classmates (peer teaching.)</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, how to speak English with Japanese, etc.</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 (planned)</p> <p>11-12: Part 3, corporate culture; work attitudes Japanese treasure and frown upon, etc.</p> <p>13-14: Group Presentation</p> <p>15: Summary</p> <p>This is subject to change, depending on the tour schedule to Toyota or another Japanese company. Will be informed in class.</p>
<p><b>Evaluation Method</b></p> <p>Participation (30%), reports (30%), presentation (20%), tests (20%)</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<p><b>Textbook and References</b></p> <p>Winning Together, Takashi Kawatani, ぼる, 2015, 9784908212017,</p>
<p><b>In addition</b></p> <p>Weekly writing reports are mandatory.</p> <p>The preparation for group presentation would require a team work and preparation for it.</p> <p>Class taught in English.</p> <p>Max.20 students.</p> <p>Japanese students are welcome with a high proficiency in English.</p>

<b>Course Title</b>	<b>History of Art in Ancient Eurasia</b> Diffusion of Classical Greek Art into Central Asia	
<b>Instructor(s), Position</b>	Mitsuru Haga, Prof.	
<b>Day and Period</b>	Wednesday 16:20-17:50	First Class: April 12
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:mhaga@m.tohoku.ac.jp">mhaga@m.tohoku.ac.jp</a>	

<b>Objectives and Outline</b>
<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>
<b>Goal of Study</b>
<p>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.</p>
<b>Content and Course Schedule</b>
<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> </ol>

<p>8. Life of Gautama Buddha seen through Art</p> <p>9. Buddhist Art in the pre-iconic phase: From the 5th Century B.C.</p> <p>10. Buddhist Art in the iconic phase: Up to the 2nd Century A.D.</p> <p>11. Art in Parthian and Greco-Bactrian Kingdom</p> <p>12. Results of excavation in Kampyr-tepa in Uzbekistan</p> <p>13. Questions of King Milinda - dialogue between Indo-Greek King Meander and Buddhist Priest Nagasena</p> <p>14. Diffusion of Buddhism and Buddhist Art into East (1)</p> <p>15. Diffusion of Buddhism and Buddhist Art into East (2)</p>
<p><b>Evaluation Method</b></p> <p>Evaluation will be based on attendance and performance in the classroom (30%) and final report (70%).</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<p><b>Textbook and References</b></p> <p>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, 0-95183991-8</p> <p>The Diffusion of Classical Art in Antiquity, J. Boardman, London, 1994, 0-50023696-8, 0-50023696-8</p>
<p><b>In addition</b></p> <p>The session time is limited and therefore self-directed learning is important. Students are required to prepare and review for each class.</p>

<b>Course Title</b>	<b>Aikido for beginners</b>	
<b>Instructor(s), Position</b>	Toshihiko Fujimoto, Assoc. Prof.	
<b>Day and Period</b>	Thursday 13:00-14:30	First Class: April 13
<b>Credit(s)</b>	1	
<b>E-mail</b>	<a href="mailto:tfujimoto@m.tohoku.ac.jp">tfujimoto@m.tohoku.ac.jp</a>	

<b>Objectives and Outline</b>
Aim of this class: To experience "Japanese traditional culture" through practicing martial arts. A first-class lecturer will teach you. We welcome a beginner. We have English interpreter.
<b>Goal of Study</b>
Goal of this class: To feel the spirit of the martial arts and to experience basic Aikido techniques.
<b>Content and Course Schedule</b>
<p>1. Guidance</p> <ul style="list-style-type: none"> <li>• Lecture : What is Aikido?</li> <li>• Warm-up exercise.</li> <li>• Basic skill of Aikido.</li> <li>• Fundamental techniques.</li> </ul> <p>2-14.</p> <ul style="list-style-type: none"> <li>• Body techniques</li> <li>• Swordplay</li> <li>• Stickplay</li> </ul> <p>15. An overall review and Summary and Assessment.</p>
<b>Evaluation Method</b>
<p>Evaluation: Attendance (50%), Attitude during class (40%), Practical tests (10%)</p> <p>Grades for the course will be assigned as follows:</p> <ul style="list-style-type: none"> <li>AA.....Excellent (90-100%)</li> <li>A..... Good (80-89%)</li> <li>B..... Fair (70-79%)</li> <li>C..... Passing (60-69%)</li> </ul>

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

**In addition**

Study about Aikido that students learn next week using Internet.

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

<b>Course Title</b>	<b>Fieldwork on Society and Education in Japan</b>	
<b>Instructor(s) /Position</b>	Yukako YONEZAWA, Assistant Professor, Office for International Initiatives	
<b>Day and Period</b>	Thursdays 3 <sup>rd</sup> -4 <sup>th</sup> periods (13:00-14:30/ 14:40-16:10)	First Class: April 13 <sup>th</sup>
<b>Credit(s)</b>	2	
<b>E-mail</b>	Oii17@grp.tohoku.ac.jp	

<b>Objectives and Outline</b>	
<p>This course aims to provide academic and practical opportunities for students to experience Japanese society and its education through lecture, 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.</p>	
<b>Goal of Study</b>	
<p>After completion of this course, students are expected to:</p> <ul style="list-style-type: none"> <li>➤ learn distinctive characteristics of schools in Japan and their education/learning environments (especially on the secondary education level).</li> <li>➤ understand, describe and respect similarities and differences in cultures and societies through different educational environments between Japan and students' home countries.</li> <li>➤ acquire skills to construct your ideas through reflecting your thoughts, listening to and integrating peers' views.</li> </ul>	
<b>Content and Course Schedule</b>	
<p>This course consists of 11-week sessions including on-site fieldworks and lectures and group discussions in the classroom. Basically, the course uses the 3<sup>rd</sup> and 4<sup>th</sup> periods (and at times into the 5<sup>th</sup> period) for site visits and the 3<sup>rd</sup> period for in-class sessions. The site visits will be given fortnightly, on alternate Thursdays, to visit a junior high school, high school and a public education board in Sendai. Participating students learn basic knowledge in terms of Japanese education system, such as characteristics, trends, internationalization and challenges through lectures and discussions in the classroom. The schedule is subject to change.</p>	
1) April 13 <sup>th</sup> 3 <sup>rd</sup> period 13:00-14:30	<u>Course Orientation</u> Self-introduction/ Reflection on your own educational experiences in your country/ Briefing on course schedule

(in class)	<u>Assignment 1: Self-defined goals for taking this course (Due: 6pm on April 18<sup>th</sup>)</u>
2) April 20 <sup>th</sup> 3 <sup>rd</sup> period 13:00-14:30 (in class)	<u>Basic understanding of the secondary education system in Japan</u> Lecture on the system, practices and characteristics of Japanese secondary education and discussions among students <u>Assignment 2: Education system in your country (Due: 6pm on April 25<sup>th</sup>)</u>
3) April 27 <sup>th</sup> 3 <sup>rd</sup> period 13:00-14:30 (in class)	<u>Research methods and planning group presentation</u> Lecture on methods for fieldwork and literature documentation Group presentation planning <u>Assignment 3: Questions for the fieldwork (1) (Due: 6pm on May 2<sup>nd</sup>)</u>
May 4 <sup>th</sup>	No class (Public holiday (Greenery day))
4-5) May 11 <sup>th</sup> 3 <sup>rd</sup> -4 <sup>th</sup> periods 13:00-16:10 (fieldwork)	<u>Fieldwork (1) Visiting a Junior &amp; Senior High School (1)</u> Class observation, interviews and exchange with teachers and students Discussion and announcement <u>Assignment 4: Reflection on the fieldwork (1) (Due: 6pm on May 16<sup>th</sup>)</u>
May 18 <sup>th</sup>	No class
6) May 25 <sup>th</sup> 3 <sup>rd</sup> period 13:00-14:30 (in class)	<u>Group work</u> Discussion on the fieldwork (1) to prepare for group presentation Preparation for the fieldwork (2) <u>Assignment 5: Questions for the fieldwork (2) (Due: 6pm on May 30<sup>th</sup>)</u>
7-8) June 1 <sup>st</sup> 3 <sup>rd</sup> -4 <sup>th</sup> periods 13:00-16:10 (fieldwork)	<u>Fieldwork (2) Visiting a Junior &amp; Senior High School (2)</u> Class observation, interviews and exchange with teachers and students Discussion and announcement <u>Assignment 6: Reflection on the fieldwork (2) (Due: 6pm on June 6<sup>th</sup>)</u>
June 8 <sup>th</sup>	No class
9) June 15 <sup>th</sup> 3 <sup>rd</sup> period 13:00-14:30 (in class)	<u>Group work</u> Discussion on the fieldwork (2) to prepare for group presentation Preparation for the fieldwork (3) <u>Assignment 7: Questions for the fieldwork (3) (Due: 6pm on June 20<sup>th</sup>)</u>
10-11) June 22 <sup>nd</sup> 3 <sup>rd</sup> -4 <sup>th</sup> periods 13:00-16:10 (fieldwork)	<u>Fieldwork (3) Visiting Miyagi Prefecture Education Office</u> Visit to a public office of education in Miyagi prefecture Discussion and announcement <u>Assignment 8: Reflection on the fieldwork (3) (Due: 6pm on June 27<sup>th</sup>)</u>
June 29 <sup>th</sup>	No class
12) July 6 <sup>th</sup> 3 <sup>rd</sup> period	<u>Group work and lecture</u> Group discussion on the fieldwork (3)

13:00-14:30 (in class)	Preparation for group presentation Supplemental lecture on primary school in Japan Final paper assignment overview
13) July 13 <sup>th</sup> 3 <sup>rd</sup> period 13:00-14:30 (in class)	<u>Group work and lecture</u> Preparation for group presentation Interim presentation and peer review Supplemental lecture on higher education in Japan
14-15) July 20 <sup>th</sup> 3 <sup>rd</sup> -4 <sup>th</sup> periods 13:00-16:10 (in class)	<u>Group presentation and discussion</u> Group presentation on society and education in Japan and students' home countries based on the visits results and educational experiences of yours and your peers Reflection and Summary Final paper assignment: Due: 6pm August 3 <sup>rd</sup>
July 27 <sup>th</sup>	No class
<b>Evaluation Method</b>	
<p>Emphasis is put on your class participation. Assessment of your performance will be determined as follows:</p> <p><b>1. Attendance and class participation: 30%</b></p> <p>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. Absence from more than one class cannot expect a grade of "A" in this course. 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.</p> <p>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><b>2. Writing Assignments (at most sessions): 30%</b></p> <p>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>	

### **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.

### **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.

Grades for the course will be assigned as follows:

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

### **Textbook and References**

Reading assignments are offered in class.

Recommended books (optional):

Murata, Y. and Yamaguchi, M. (2010). *Education in contemporary Japan: Systems and contents*. Tokyo: Toshindo.

Hendry, J. (2013). *Understanding Japanese society*. Fourth edition. New York : Routledge.

<b>Course Title</b>	<b>Universities in Japan and the world</b>	
<b>Instructor(s) /Position</b>	Prof. Akiyoshi Yonezawa	
<b>Day and Period</b>	Monday 8:50-10:20	First Class: April 10
<b>Credit(s)</b>	2	
<b>E-mail</b>	oir@grp.tohoku.ac.jp	

<b>Objectives and Outline</b>
<p>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 the world, (2) access, equity and finance in higher education, (3) knowledge economy and higher education, 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.</p>
<b>Goal of Study</b>
<p>This course aims at the acquisition of basic knowledge and perspectives 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 also expected to acquire the skills in communication in English under the multicultural settings, comparative examination and critical thinking.</p>
<b>Content and Course Schedule</b>
<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 for three times based on the assigned topics. The active discussions are highly recommended through the whole course.</p>
<p>1) April 10, 2017 Introduction of the class. Setting the themes and topics.</p>
<p>2) April 17, 2017 Historical origin and current trends of higher education (1) Ancient/ middle age Europe</p>

<p>Modern higher education and nation states: France, Germany &amp; UK</p>
<p>3) April 24, 2017  Historical origin and current trends of higher education (2)  Modern higher education and nation states: US, Japan &amp; China</p>
<p>4) May 1, 2017  Historical origin and current trends of higher education (3)  Asia Pacific</p>
<p>5) May 8, 2017  Historical origin and current trends of higher education (4)  Latin America and Africa</p>
<p>6) May 15, 2017  Interim presentation (1)  What is the unique characteristics of universities in Japan?</p>
<p>7) May 22, 2017  Access, equity and articulation in higher education</p>
<p>8) May 29, 2017  Finance: public and private/grants and loans</p>
<p>9) June 5, 2017  Knowledge economy and higher education (1)  Role of international organizations  Bilateral and regional cooperation</p>
<p>10) June 12, 2017  Knowledge economy and higher education (2)  Research and development  Brain drain, brain gain, brain circulation</p>
<p>11) June 19, 2017  Knowledge economy and higher education (3)  Higher education and trade  Internationalization of higher education  University networks, consortiums</p>
<p>12) June 26, 2017  Interim presentation (2)  What are the challenges of universities in Japan and the world?</p>
<p>13) July 3, 2017  New trends in international dimensions in higher education (1)  Assessment of higher education performance</p>

Accreditation, rankings, classification
14) July 10, 2017 New trends in international dimensions in higher education (2) International cooperation
15) July 24, 2017 Final presentation Reformation plan for universities in Japan and the world
<b>Evaluation Method</b>
Assessment will be made as follows: In-class contribution 30%, presentation 30%, final report 40%  Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
Neave, G. 2001. <i>The European dimension in higher education: an excursion into the modern use of historical analogues</i> . In Huisman, J., Maassen, P. & Neave, G. (eds.) Higher Education and the Nation State. Pergamon. Hayhoe, R., Li, J., Lin J. and Qan Zha, 2011. <i>Portraits of 21<sup>st</sup> Century Chinese Universities</i> . Springer. Yonezawa, A., Kitamura, Y., Meerman, A., Kuroda, K. (Eds.). 2014. <i>Emerging International Dimensions in East Asian Higher Education</i> . Springer. Bernasconi, 2008. A. Is There a Latin American Model of the University?. <i>Comparative Education Review</i> : 52 (1). 27-52 World Bank: Materials of “Equity of Access and Success in Tertiary Education” project Johnstone, B. 2009. Worldwide trends in financing higher education, in Knight, J. ed. <i>Financing Access and Equity in Higher Education</i> . Sense Publishers. 1-17. World Bank (2002). <i>Constructing Knowledge Society: New Challenges for Tertiary Education</i> . World Bank. UNESCO Institute of Statistics. 2014. Higher Education in Asia: Expanding Out, Expanding In. UNESCO. OECD & World Bank. 2007. <i>Cross-border Tertiary Education: A Way towards Capacity Development</i> . OECD.

Oakman, D. 2010. *Facing Asia: A History of the Colombo Plan*, Australian National University Press.

<b>Course Title</b>	<b>International Project Building: Short Film Creation</b>	
<b>Instructor(s), Position</b>	Ryan Spring, Senior Assistant Professor	
<b>Day and Period</b>	Wednesday 16:20-17:50	First Class: April 12
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:spring.ryan.edward.c4@tohoku.ac.jp">spring.ryan.edward.c4@tohoku.ac.jp</a>	

<b>Objectives and Outline</b>
<p>This purpose of this course is to teach students to on an international team to complete a project by putting students into multi-national groups and having them accomplish a complex goal: the creation of a short film. The course also aims to provide students with a multifaceted educational experience, with all students being provided instruction and practice in the methods of understanding and creating films, and students also choosing one of a number of skills (such as script writing, acting, cinematography, editing, and sound engineering) to learn specifically in greater detail.</p>
<b>Goal of Study</b>
<p>Students will learn to collaborate with an international team and overcome any cultural or communication-related obstacles that may arise. Students will also gain knowledge about film-making, both for the understanding of films as an art-form and for the creation of films themselves. Students will also learn to hone one of several specific skills related to film creation to contribute to their group.</p>
<b>Content and Course Schedule</b>
<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 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. Individual Task - 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>

The basic class schedule will be as follows:

- 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
- 第 9 回 Presentation, Lesson: Editing 2
- 第 10 回 Presentation, Lesson: Editing 3
- 第 11 回 Presentation, Lesson: Sound in Movies
- 第 12 回 Presentation, Lesson: Titles, Credits and Finalization
- 第 13 回 Presentation, Lesson: Movies & Culture
- 第 14 回 Presentation, Catch up day and final checks
- 第 15 回 Showing of films at special location

### **Evaluation Method**

Your grade will be determined based on the following:

1. Attendance/participation (both in class and at group meetings) (40%)
2. Quality of your specific task/role (30%)
3. Presentations of your work (10%)
4. Quality of your final product (10%)
5. Homework/Readings (10%)

Grades for the course will be assigned as follows:

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

**In addition**

Attendance at first class is requested. If you cannot make it to the first class, please consult with the instructor by e-mail. The class will be conducted in English. The large majority of materials will be provided for students including: lesson materials, video cameras, tripods, lighting equipment, editing software (optional) and royalty-free music and sound effects. Students must provide miscellaneous items (props, special clothes, etc.) themselves, as necessary.

<b>Course Title</b>	<b>Karate and Japanese Culture</b>	
<b>Instructor(s) /Position</b>	Barry Kavanagh, PhD – Lecturer at Institute for Excellence in Higher Education	
<b>Day and Period</b>	Friday, 5 <sup>th</sup> Period	First Class: April 7
<b>Credit(s)</b>	2	
<b>E-mail</b>	kavanagh.barry.e7@tohoku.ac.jp	

### **Objectives and Outline**

This class will be a combined class with international study abroad students and Japanese participants. The focus of the class will be on intercultural communication and group collaboration through the martial art Karate. The class aims to help students learn about the differences and similarities of their cultures. This will be done through looking at how Karate is viewed internationally and the concepts and philosophy behind it. Students will have the opportunity to experience practical karate in a multinational setting and work together to help each other complete practical tasks such as the basic techniques and forms of Karate. In addition students will combine together in pairs to make a presentation on some of the themes discussed in class.

### **Goal of Study**

Students will learn to collaborate with an international team and overcome any cultural or communication-related obstacles that may arise. Students will also gain knowledge about Japanese culture, traditional martial arts, and practical applications of Karate.

No experience in martial arts is necessary but this class is directed at students who have a keen interest in Japanese culture and the experience of studying in a multinational class for the achievement of common goals.

### **Content and Course Schedule**

The content of the course is a mixture of doing and talking about Karate in an international setting. Assessment is based on practical group tasks / project and written work.

1). Introduction to the course. Myths and image of Karate.

2). Karate history and philosophy

3). Karate styles

4). Presentation

5). Karate: Kumite (sparring) Group tasks and discussion

6). Karate: Rules of competition
7). Karate kata and bunkai
8). Practical Karate: Basics
9). Practical Karate: Basics and Kumite
10). Practical Karate: Basics and Kata
11). Practical Karate: Kata
12). Presentation work
13). Presentation work
14). Presentations
15). Presentations
<b>Evaluation Method</b>
Discussion and written work 25% Group tasks 25% Pair presentation 40% In-class participation 10%
<b>Grades for the course will be assigned as follows:</b> AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Pass (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
Materials will be provided
<b>In addition</b>
No experience in martial arts or karate is required. The emphasis of the course is on intercultural communication and group collaboration through a practical project / tasks and presentation.

<b>Course Title</b>	<b>Career Development for Global Business Leadership</b>	
<b>Instructor(s), Position</b>	Kamihito Takeuchi, Lecturer	
<b>Day and Period</b>	Wednesday 14:40-16:10, 16:20-17:50	First Class: April 12
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:k.takeuchi@mcken.co.jp">k.takeuchi@mcken.co.jp</a>	

<b>Objectives and Outline</b>
<p>Students in this course will learn to acquire the adaptability to the Japanese corporate community by understanding common social practice in Japan. The study style of this course not be the general academic lecture based style, but it will be the style of active learning and project-based learning focused on Japanese social customs, manners, and etiquettes required for prospective business leaders or global facilitators in the corporate society, both domestic and foreign.</p> <p>The course will be guided and instructed by the CEO of a headhunting agent company, who is a professional consultant with the experience of over 30 years in the fields of human resource (HR) management and Corporate Planning &amp; Management at global companies in and outside Japan.</p>
<b>Goal of Study</b>
<p>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.</p> <p>2) To design and to clear your life-long career plan with your career objectives using the concept of “Business I” with the career elements of future career vision, own life-long career plan balanced with individual financial aspects, core competences, required skills and knowledge for your career objectives.)</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>

## **Content and Course Schedule**

- 1) To understand the process of job application in Japan, with the practice of job application documentation, and role-practices of job interview and group-work.
- 2) To design and to clear your life-long career plan with your career objectives using the concept of “Business I” with the career elements of future career vision, own life-long career plan balanced with individual financial aspects, core competences, required skills and knowledge for your career objectives.)
- 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.

### 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)

- 1) Practice with “Business I” for building your career objective with the analyses of core competence, knowledges and skills
- 2) Practice with a Position Matrix Management for Role Studies and Role Contribution in terms of HR management in a style of project based learning

#### Program 7 – 8 (10 – 13 lessons)

- 1) Further Practice with “Business I” for life-long career plan
- 2) Further Practice with a Position Matrix Management for prospective global leaders and their self-positioning skills for better facilitation and better organizational performance, associating with the concept of Six Seconds and their Emotional Intelligence

#### Program 9 (14-16 lessons)

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

<ol style="list-style-type: none"> <li>1) Course guidance with trial practices</li> <li>2) Demonstration and model training of job interview, group discussion, and document preparation for job application in a typical Japanese style</li> </ol>
<p><b>Evaluation Method</b></p> <ol style="list-style-type: none"> <li>1. Class contribution by discussion and idea proposals: 20%</li> <li>2. Class performance with mode training: 10%</li> <li>3. Quality of home works: 20%</li> <li>4. Presentation quality of “Business I”: 30%</li> <li>5. Attendance: 20%</li> </ol> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<p><b>In addition</b></p> <p>All textbook and references delivered on each lesson.</p>

<b>Course Title</b>	<b>Global Governance and Japan's International Cooperation</b>	
<b>Instructor(s), Position</b>	Oscar Gomez, Lecturer	
<b>Day and Period</b>	Friday 14:40-16:10, 16:20-17:50	First Class: April 7
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:Gomez.Oscar@jica.go.jp">Gomez.Oscar@jica.go.jp</a>	

<b>Objectives and Outline</b>
As the world grows densely interlinked, the challenge of dealing with multiple problems affecting people despite national boundaries has become prominent. In absence of a world government, humanity's response to these problems has been referred to as global governance. This course provides a panoramic view of the elements that come into play while governance is pursued at the global level.
<b>Goal of Study</b>
By the end of the course, students are expected to possess a basic understanding of the ongoing debates about global governance. Students will be able to describe pressing challenges, identify major stakeholders involved in providing solutions, describe the dynamics of the existing governance structure and offer informed comments about it. Additionally, the course is designed to motivate critical thinking and to improve research and presentation skills.
<b>Content and Course Schedule</b>
<ol style="list-style-type: none"> <li>1) Introduction: Overview of the course, reading assignments and fine-tuning</li> <li>2) Challenges of global governance (I) Issues related to our global commons</li> <li>3) Challenges of global governance (II) Issues related to our common humanity</li> <li>4) Challenges of global governance (III) Issues related to our exchanges</li> <li>5) Main actors (I) The UN system</li> <li>6) Main actors (II) Other International Organizations and Regional actors</li> <li>7) Main actors (III) Non-state actors</li> <li>8) Tools (I) Framing and agenda setting</li> <li>9) Tools (II) Human rights and international law</li> <li>10) Tools (III) Conflict resolution, agreement and enforcement</li> <li>11) Japan's International Cooperation (I) The ethics, politics and practice of international cooperation</li> </ol>

<p>12) Japan's International Cooperation (II) A brief history of Japan's international cooperation</p> <p>13) Japan's International Cooperation (III) Major trends: TICAD, the environment and the quest to go beyond development</p> <p>14) Final presentations</p> <p>15) The future of global governance: Upcoming trends and feedback on the course</p>
<p><b>Evaluation Method</b></p>
<p>Grading for the course will be determined as follows:</p> <ol style="list-style-type: none"> <li>1. Attendance and participation 20%</li> <li>2. Article presentations 20%</li> <li>3. Final research project 30%</li> <li>4. Final presentation 30%</li> </ol> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<p><b>Textbook and References</b></p>
<p>International Organization and Global Governance, Thomas G. Weiss and Rorden Wilkinson, Routledge, 2014, 978-0415627603</p> <p>International Organizations: The Politics and Processes of Global Governance, Margaret P. Karns, Karen A. Mingst and Kendall W. Stilles, Lynne Rienner Pub., 2015, 978-1626371514, 978-1626371514</p> <p>The Politics of Global Governance: International Organizations in an Interdependent World, Paul F. Diehl and Brian Frederking, Lynne Rienner Pub., 2015, 978-1626372320</p>
<p><b>In addition</b></p>
<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> <p><input type="checkbox"/> Please read the assigned materials in advance to each class.</p> <p><input type="checkbox"/> Plagiarism is not tolerated. Be sure to adequately cite others' work.</p>

Course Title	<b>Science, Technology and Industry of Japan (Contemporary Engineering Industries in Japan)</b>
Credit	2
Instructor	Emeritus Professor Yoshihito SHIGENO
E-mail	<a href="mailto:yoshihito.shigeno@gmail.com">yoshihito.shigeno@gmail.com</a>
Class Hours / Period	Friday 13:00-14:30 April 7, 2017 – July 7, 2017
Course Objectives	
<p>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.</p>	
Course Summary	
<p>Electric vehicle and fuel cell vehicle: The development of the electric vehicle and the fuel cell vehicle will be discussed in connection with the environmental issues. Other new technologies like a hybrid vehicle and a ultra capacitors are to be discussed.</p> <p>Advanced steel: The super steel having the possibility of the revolutionary impact to the infrastructures will be discussed.</p> <p>Super conductivity-magnet levitation train: 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>Katana (Japanese sword): Traditional Japanese technology of producing Katana will be introduced and its metallurgical aspects are to be discussed.</p> <p>Robot (humanoid): Human like robots (humanoid) are being studied widely in Japan. The principle of walking and running with two legs and the affect of the humanoid to the society will be discussed.</p> <p>Semiconductor: 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>	
Learning Goals	
<p>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.</p>	

Course Schedule
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April 7	1. Guidance
April 14	2. Electric vehicle and Fuel cell vehicle I
April 21	3. Electric vehicle and Fuel cell vehicle II
April 28	4. Electric vehicle and Fuel cell vehicle III
May 12	5. Advanced steel I
May 19	6. Advanced steel II
May 26	7. Super conductivity-magnet levitation train I
June 2	8. Super conductivity-magnet levitation train II
June 9	9. Katana (Japanese Sword) I
June 16	10. Robot (Humanoid) I
June 23	11. Robot (Humanoid) II
June 30	12. Robot (Humanoid) III
July 7	13. Semiconductor I
July 14	14. Semiconductor II
July 21	15. Exam
Course Grading	
Evaluation will be based on class participation, homework assignment and the final examination.	
Textbook	
Some lecture materials are to be provided in advance of the class. VTR will be often used for better understanding of the lectures.	

Course Title	<b>Geological Environment and Earthquake Disaster</b>
Semester	2017 Spring
Credit	2
Instructor	Professor Masato Motosaka Assoc. Prof. Susumu Ohno
E-mail	motosaka@archi.tohoku.ac.jp
Class Hours / Period	8:50-10:20 on Thursday April 13,2017 – July 6,2017
Course Objectives	
<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. This course comprises the lectures, students' presentations and discussions on engineering topics for earthquake disaster prevention considering geological environment. In each lecture, the relevant material will be handed out. In this course, two reports are requested and students make presentation based on the materials of the task during classes. The evaluation will be based on the reports and presentations for the requested subjects.</p>	

Course Schedule	
April 13	1.Introduction to Earthquake and Building Structures
April 20	2.Recent Earthquake Damage and Lessons(I)
April 27	3.Recent Earthquake Damage and Lessons(II)
May 11	4.Students' presentation on the 1st Report and Discussion
May 18	5.Measurement of Ground Motion and Structural Vibration
May 25	6.Overview of Geological Structure and Ground Motion Characteristics
June 1	7.Introduction to Wave Propagation Theory and Structural Vibration
June 8	8.Structural Health Monitoring
June 15	9.Earthquake Damage Prediction –Natural and Social Information–
June 22	10.Seismic Protection Technology –Earthquake Early Warning System–
June 29	11.Recent Topics on Earthquake Disaster Prevention Projects
July 6	12.Students' presentation on the 2nd Report and Discussion

<b>Course Title</b>	<b>Introduction to Humanities and Social Sciences</b> —Logic via puzzle—	
<b>Instructor(s), Position</b>	Yuko Murakami	
<b>Day and Period</b>	Wednesday 1300-1430	First Class: April 12, 2017
<b>Credit(s)</b>	2	
<b>E-mail</b>	ymurakam@m.tohoku.ac.jp	

<b>Objectives and Outline</b>
The course aims to introduce mathematical logic via puzzles up to understanding of tableaux method. No prerequisite knowledge is needed, but familiarity with critical thinking, college-level mathematics, or programming will help.
<b>Goal of Study</b>
The course aims to provide introduction to mathematical logic: propositional logic and some first-order logic. The final goal is completeness theorem which will be taught in the winter semester. Successful students will understand logic in a unified way which the author gave brilliantly via logical puzzles.
<b>Content and Course Schedule</b>
The course consists of problem solving: Students must try to solve the exercise of each chapter by themselves before each class. In-class discussion will be essential. Course progress may be adjusted according to students' needs.
1) Introduction and overview. Homework assignments.
2) Chapter 1
3) Chapters 2-3
4) Chapters 4-5
5) Chapter 6
6) Chapter 7
7) Chapter 8
8) Chapters 9 and 10
9) Chapter 11
10) Chapter 12
11) Chapter 13

12) Chapter 14
13) Chapter 15
14) Chapter 16
15) Wrap-up
<b>Evaluation Method</b>
<p>100%: In-class discussion and short papers. Every student is expected to work on exercises in the textbook.</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<b>Textbook and References</b>
Raymond Smullyan (2009) Logical Labyrinth, Taylor and Francis. ISBN 9781568814438

<b>Course Title</b>	<b>Introduction to Humanities and Social Sciences</b> —Social issues of Japan—	
<b>Instructor(s), Position</b>	Alejandro Angee and Yuko Murakami	
<b>Day and Period</b>	Wednesdays 1440-1610	First Class: April 12
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:ymurakam@m.tohoku.ac.jp">ymurakam@m.tohoku.ac.jp</a>	

<b>Objectives and Outline</b>
The course will focus on social and cultural issues in Japan with comparative perspectives. Japanese students are expected to describe cultural characteristics of their home region in English, while international students are to share their own experiences in home country. Instructors will facilitate discussion which follows introductory explanations.
<b>Goal of Study</b>
To grasp points of cultural comparison. To realize implicit assumptions in students' ideas of their own culture and society. To get prepared for intercultural communication.
<b>Content and Course Schedule</b>
Topics may be substituted according to students' interests and needs.
1) Introduction
2) Gender issues (1)
3) Gender issues (2)
4) Gender issues (3)
5) Education and social backgrounds (1)
6) Education and social backgrounds (2)
7) Education and social backgrounds (3)
8) Career choices and mobility (1)
9) Career choices and mobility (2)
10) Career choices and mobility (3)
11) Family (1)
12) Family (2)
13) Family (3)

14) Wrap-up (1)

15) Wrap-up (2)

**Evaluation Method**

In-class participation 50%, homework 50%

Grades for the course will be assigned as follows:

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

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

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

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

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

<b>Course Title</b>	<b>Understanding Japanese History</b>	
<b>Instructor(s), Position</b>	Rumi MATSUZAKI, Assistant Professor, Inter-Graduate School Doctoral Degree Program on Science for Global Safety, Graduate School of Arts and Letters	
<b>Day and Period</b>	Tuesday, 14:40-16:10	First Class: April 11
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:matsuzaki@m.tohoku.ac.jp">matsuzaki@m.tohoku.ac.jp</a>	

<b>Objectives and Outline</b>
History helps us understand a country and solve today's social issues. The knowledge of history is important in global communication. The purpose of the course is for students to learn basic knowledge of Japanese history and the history of women, gender, family, minorities, and disasters. Students will examine the backgrounds and characteristics of each period and society in Japan and understand the similarities and differences between Japanese and other countries' histories through classroom discussion.
<b>Goal of Study</b>
Students will: 1) become familiar with the general history of Japan and the history of women, gender, family, minorities, and disasters 2) examine the characteristics of each period and society in Japan 3) understand the similarities and differences between Japanese and other countries' histories.
<b>Content and Course Schedule</b>
The course introduces: (1) the general history of Japan from primitive times to the postwar period; and (2) the history of women, gender, family, minorities, and disasters in each period. The instructor will use visual materials and distribute handouts in class. Students will write response papers and we will share individual impressions and ideas through classroom discussion.
1) April 11 Course orientation: Overview of the course. What is history? Why do we study history?
2) April 18 The general history of Japan: Primitive times and Ancient times 1

3) April 25 The general history of Japan: Primitive times and Ancient times 2
4) May 2 The general history of Japan: Primitive times and Ancient times 3
5) May 9 The general history of Japan: Medieval times 1
6) May 16 The general history of Japan: Medieval times 2
7) May 23 The general history of Japan: Medieval times 3
8) May 30 The general history of Japan: Early modern times 1
9) June 6 The general history of Japan: Early modern times 2
10) June 13 The general history of Japan: Early modern times 3
11) June 20 The general history of Japan: Modern times 1
12) June 27 The general history of Japan: Modern times 2
13) July 4 The general history of Japan: Modern times 3
14) July 11 The general history of Japan: The postwar period
15) July 18 Final exam
<b>Evaluation Method</b>
Students will be evaluated based on class attendance and in-class participation (20%), and the final exam (80%).
Grades for the course will be assigned as follows:
AA.....Excellent (90-100%)
A..... Good (80-89%)
B..... Fair (70-79%)
C..... Passing (60-69%)
D..... Fail (0-59%)

**Textbook and References**

No textbook required. Reference books will be introduced in class.

Handouts will be distributed in class.

<b>Course Title</b>	<b>Japanese Business and Economy B</b>	
<b>Instructor(s), Position</b>	Dan QIN, Associate Professor	
<b>Day and Period</b>	Tuesday, 8:50-10:20	First Class: April 11th
<b>Credit(s)</b>	2	
<b>E-mail</b>	Dan.luke.qin@gmail.com	

<b>Objectives and Outline</b>
This course studies the welfare and policy aspects of economic theory and Japanese economics. 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.
<b>Goal of Study</b>
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.
<b>Content and Course Schedule</b>
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.
1) Introduction and orientation
2) Welfare economics as the normative branch of economic theory
3) Classical Pigovian welfare economics
4) New welfare economics: introduction
5) New welfare economics: difficulties
6) Theoretical foundation: social choice theory
7) Arrowian social choice theory
8) Liberal Paradox
9) Fair allocation theory (1)
10) Fair allocation theory (2)

11) Responsibility
12) Measuring welfare (1)
13) Measuring welfare (2)
14) Taxation and redistribution
15) Japanese taxation and pension system
<b>Evaluation Method</b>
<p>Students will be evaluated based on attendance and in-class participation (60%), and the report (40%).</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<b>Textbook and References</b>
<p>Adler M and Fleurbaey M, 2016. The oxford handbook of well-being and public policy, Oxford University press.</p> <p>Gaertner W., 2009, A Primer in Social Choice Theory, revised edition, Oxford</p>
<b>In addition</b>
<p>Prerequisite: basic knowledge in economic theory</p> <p>Office hour: by appointment</p>

<b>Course Title</b>	<b>Business Communication B</b>	
<b>Instructor(s) /Position</b>	Ray Roman	
<b>Day and Period</b>	Thursday 14:40-16:10	First Class: April 13th
<b>Credit(s)</b>	2	
<b>E-mail</b>	roman@econ.tohoku.ac.jp	

<b>Objectives and Outline</b>
The purpose of this course is to increase your business communication and English knowledge and abilities relating to business. We will discuss and practice assertiveness and negotiation, with a focus on improving practical English communication skills. The main readings will relate to negotiation concepts. Class work will include small-group exercises and the report will be a team project.
<b>Goal of Study</b>
At the end of this course you will have a better understanding of international business communication. You will be able to perform more effectively in a wide range of business situations as both an individual and team member.
<b>Content and Course Schedule</b>
1) Introduction
2) Assertiveness
3) Practice Scenario 1
4) What is Effective Negotiation?
5) Effective Negotiation Part II
6) Practice Scenario 2
7) Effective Negotiation Part III
8) <b>Test</b>
9) Additional Negotiation Theory 1
10) Additional Negotiation Theory 2
11) Report Check-In 1: Your Main Idea
12) Culture & Negotiation; Practice Scenario 3 (Japanese and American Negotiation)
13) Report Check-In 2: Your Draft or Outline
14) Scenario 4?

15) Report Due; What did we learn? Comments; Q&A
<b>Evaluation Method</b>
Report 50%      Test 40%      Participation 10%
Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
<i>Getting To Yes: Negotiating An Agreement Without Giving In</i> (Fisher, Ury & Patton, 2012 Ed.; ISBN 9781847940933). Other materials will be provided as needed.
<b>In addition</b>
Students should <ul style="list-style-type: none"> <li>· Be prepared for each class</li> <li>· Complete all assignments completely and on time</li> <li>· Participate effectively and energetically in class exercises</li> <li>· Give best effort in all activities</li> </ul> Office hours: Thursday 13:30-14:30 (Please send email beforehand.) Email: roman@econ.tohoku.ac.jp

<b>Course Title</b>	<b>Microeconomics II</b>	
<b>Instructor(s), Position</b>	Dan QIN, Associate Professor	
<b>Day and Period</b>	Monday, 16:20-17:50	First Class: April 10th
<b>Credit(s)</b>	2	
<b>E-mail</b>	Dan.luke.qin@gmail.com	

<b>Objectives and Outline</b>
<p>This course is the continuation of Microeconomics I , which is a graduate level microeconomic course for first year master students and advanced undergraduate students. The purpose of this course is to lay down foundations for more advanced courses in economic theory. We will cover competitive market, general equilibrium, non-competitive market, market failure, and welfare economics.</p> <p>This course is designed for students who have passed Microeconomics I .</p>
<b>Goal of Study</b>
<p>Upon the completion of this course, students are expected to understand the following topics both intuitively and mathematically.</p> <ol style="list-style-type: none"> <li>1. Partial equilibrium and general equilibrium</li> <li>2. Monopolistic market</li> <li>3. Oligopolistic market</li> <li>4. Market failure</li> <li>5. Welfare economics</li> </ol>
<b>Content and Course Schedule</b>
<p>Based on the theories of agent-wise decision making in Microeconomics I , we will first study the interactions of economic agent in different market structure. After that, we will study market failure and information economics. Finally, we will study welfare economics.</p>
1) Introduction and review of decision theory
2) Competitive market <i>Chap. 12</i>
3) General equilibrium <i>Chap. 13</i>
4) Monopoly

<i>Chap. 14</i>
5) Imperfect competition <i>Chap. 15</i>
6) Labor market <i>Chap. 16</i>
7) Problem set 1 discussion
8) Asymmetric information <i>Chap. 18</i>
9) Externality and public goods <i>Chap. 19</i>
10) Problem set 2 discussion
11) Welfare economics: introduction
12) Welfare economics: theoretical foundation 1
13) Welfare economics: theoretical foundation 2
14) Welfare economics: from theory to application
15) Review
<b>Evaluation Method</b>
Students will be evaluated based on attendance and in-class participation (40%), and the final exam (60%).  Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)
<b>Textbook and References</b>
Jehle, G. A., Reny, P. J., 2011. Advanced Microeconomic Theory, Third Edition. Prentice Hall, Harlow. Gaertner W., 2009, A Primer in Social Choice Theory, revised edition, Oxford
<b>In addition</b>
Prerequisite: Microeconomics I Office hour: by appointment

<b>Course Title</b>	<b>International Business</b>	
<b>Instructor(s), Position</b>	Heejin KIM, Associate Professor	
<b>Day and Period</b>	Tuesday 10:30~12:00	First Class: 11 <sup>th</sup> April
<b>Credit(s)</b>	2	
<b>E-mail</b>	h-kim@econ.tohoku.ac.jp	

<b>Objectives and Outline</b>
Business today is by all measures global. No business or industry of any size is immune from the global environment. The primary objective of this course is to explore the distinctive nature of international business. The course will cover basic theories and practical implications of major and current issues of international business.
<b>Goal of Study</b>
<ol style="list-style-type: none"> <li>1. To understand challenges of MNCs (Multinational Companies) competing in diversified global markets.</li> <li>2. To understand the current issues involved in emerging market strategy.</li> </ol>
<b>Content and Course Schedule</b>
<p>During each week's class session, we will typically:</p> <ol style="list-style-type: none"> <li>1. Introduce basic theory and key issues of each theme (to be led by the instructor)</li> <li>2. Discuss case studies, set as required advance class readings (Case studies are used throughout to illustrate the basic principles of multinational business management and strategy.</li> </ol>
<b>1) Introduction to course</b>
<b>2) Globalization of a firm (1)</b>
<ol style="list-style-type: none"> <li>①Vahlne, J. Ivarsson, I. and Johanson, J. (2011) The tortuous road to globalization for Volvo's heavy truck business: Extending the scope of the Uppsala model, <i>International Business Review</i> 20, 1-14.</li> <li>②Saraseno, T.(2014) Voices from the Front Lines, <i>Harvard Business Review</i>, 2-7.</li> </ol>
<b>3) Globalization of a firm (2)</b>
<ol style="list-style-type: none"> <li>③ Matusitz, J. (2011) Disney's successful adaptation in Hong Kong: A glocalization perspective, <i>Asia Pacific Journal of Management</i> 28, 667-681.</li> <li>④Khanna, T. (2014) Contextual Intelligence, <i>Harvard Business Review</i>, 4-11.</li> </ol>
<b>4) Emerging Market Strategy (1)</b>
⑤Pralhad, C.K. and Lieberthal, K. (1998) The End of Corporate Imperialism, <i>Harvard</i>

*Business Review*, 2-11.

⑥Radjou, N. and Prabhu, J. (2012) Mobilizing for growth in emerging markets, *MIT Sloan Management Review*, 81-88.

**5) Emerging Market Strategy (2)**

⑦London, T. and Hart, S.L. (2004) Reinventing strategies for emerging markets: beyond the transnational model, *Journal of International Business Studies*, 350-370.

⑧Mahajan, V. (2013) Understanding the Arab Consumer, *Harvard Business Review*, 2-6.

**6) Emerging Market Strategy (3)**

⑨Shankar, S. and Ormiston, C. (2008) How to win in emerging markets, *MIT Sloan Management Review*, 19-23.

⑩Park, S.H. and Vanhonacker, W. R. (2007) The challenge for multinational corporations in China: Think local, act global, *MIT Sloan Management Review*, 8-15.

**7) Emerging Market Strategies of Japanese Firms**

⑪Shintaku, J. and Amano, T. (2009) Emerging market strategies of Japanese firms: Reshaping the strategies in the growing markets, *MMRC Discussion Paper Series*, 1-33.

⑫Wakayama, T., Shintaku, J. and Amano, T. (2012) What Panasonic learned in China, *Harvard Business Review*, 2-6.

**8) Global Marketing (1)**

⑬Buzzell, R.D. (1968) Can you standardize multinational marketing? , *Harvard Business Review*, 102-112.

⑭Levitt, T. (1983) The Globalization of Markets, *Harvard Business Review*, 2-11.

**9) Global Marketing (2)**

⑮ Hult, G. T., Keilor, B.D., and Hightower, R. (2000) Valued product attributes in an emerging markets: A comparison between French and Malaysian consumers, *Journal of World Business*, 35(2).

**10) Semiglobalization**

⑯Ghemawat, P. (2001) Distance still matters: the hard reality of global expansion, *Harvard Business Review*, 1-11.

⑰Ghemawat, P. (2003) Semiglobalization and international business strategy, *Journal of International Business Studies* 34, 138-152.

**11) Reverse Innovation**

⑱Immelt, J.R., Govindarajan V., and Trimble, C. (2009) How GE is disrupting itself, *Harvard Business Review*, October.

⑲Simanis E. and Hart, S. (2009) Innovation from the inside out, *MIT Sloan Management Review*, 77-86.

⑳Steinfeld, E.S. and Beltoft, T. (2014) Innovation lessons from China, *MIT Sloan Management*

<p><i>Review, 49-55.</i></p>
<p><b>12) BoP(Bottom of the Pyramid) Business and MNC (1)</b></p> <p>①Prahalad, C.K. and Hammond, A. (2002) Serving the worlds' poor, profitably, <i>Harvard Business Review</i>, 4-11.</p> <p>②London, T. (2009) Making better investments at a base of the pyramid, <i>Harvard Business Reivew</i>, 1-11.</p>
<p><b>13) BoP(Bottom of the Pyramid) Business and MNC (2)</b></p> <p>③Rangan, V. K. , Chu, M. and Petkoski, D. (2011) Segmenting the base of the pyramid, <i>Harvard Business Review</i>, 2-6.</p> <p>④Simanis, E. (2012) Reality check at the bottom of the pyramid, <i>Harvard Business Review</i>, 2-6.</p>
<p><b>14) Catch up &amp; Review</b></p>
<p><b>15) Catch up &amp; Review</b></p>
<p><b>Evaluation Method</b></p>
<p>1. Readings summary (for every lecture): one page summary for one reading 50%</p> <p>2. Participation to class discussions 50%</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<p><b>Textbook and References</b></p>
<p>Readings will be sent by e-mail in advance of the lecture. As lectures do not conform to the structure adopted by standard textbooks, it is very important to attend class.</p>
<p><b>In addition</b></p>
<p>Class participation is stressed. Effective interaction will enhance the learning experience of all class members. Carefully do the required readings in preparation for classes.</p>

<b>Course Title</b>	<b>Development Economics</b>	
<b>Instructor(s), Position</b>	Prof. Katsuhito FUYUKI and Assist. Prof. Nina TAKASHINO	
<b>Day and Period</b>	14:40 - 16:10 on every Tuesday	First Class: 11 <sup>th</sup> Apr.
<b>Credit(s)</b>	2	
<b>E-mail</b>	katsuhito.fuyuki.d2@tohoku.ac.jp	

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

11) Establishment of modern agricultural cooperation in Japan
12) Rapid economic growth and agriculture
13) Japan as a major economic power and a minor agricultural nation
14) Recent situation of Japanese agriculture
15) Wrap-up discussion on the adopted text
<b>Evaluation Method</b>
<p>Presentation of textbook 50%, presentation of homework 30%, and discussion 20%</p> <p>Grades for the course will be assigned as follows:</p> <p>AA.....Excellent (90-100%)</p> <p>A..... Good (80-89%)</p> <p>B..... Fair (70-79%)</p> <p>C..... Passing (60-69%)</p> <p>D..... Fail (0-59%)</p>
<b>Textbook and References</b>
<p>It will be announced at the first class.</p> <p>In this year, we use textbooks about Japanese agricultural development history.</p>
<b>In addition</b>
<p>Since this course is mainly for graduate students, undergraduate students need to learn basic Micro and Macro Economics prior to taking this course.</p>

<b>Course Title</b>	<b>Introduction to Language Sciences</b>	
<b>Instructor(s), Position</b>	Dr. Peter John Wanner, Associate Professor	
<b>Day and Period</b>	Friday 13:00-14:30	First Class: April 7, 2017
<b>Credit(s)</b>	2	
<b>E-mail</b>	<a href="mailto:pjwfk@gmail.com">pjwfk@gmail.com</a>	

<b>Objectives and Outline</b>
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.
<b>Goal of Study</b>
The goal of the course is for students to get a firm grasp of General Linguistics, and be able to solve simple linguistic problems.
<b>Content and Course Schedule</b>
The course is planned to proceed in the basic order of the textbook chapters, approximately one chapter for every week:
1) Introduction,
2) Morphology
3) Phonetics and Phonetic Transcription
4) Phonology: The Study of Sound Structure
5) Syntax: The Study of Sentence Structure
6) Semantics: The Study of Linguistic Meaning
7) Language Variation
8) Week Mid Term Test
9) Language Change
10) Pragmatics: The Study of Language Use and Communication
11) Psychology of Language: Speech Production and Comprehension
12) Language Acquisition in Children
13) Language and the Brain,
14) Giftedness
15) Final
<b>Evaluation Method</b>

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. In course participation 20%, assignments 20%, mid-term 30%, and final 30%.

Grades for the course will be assigned as follows:

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

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

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

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

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

**Textbook and References**

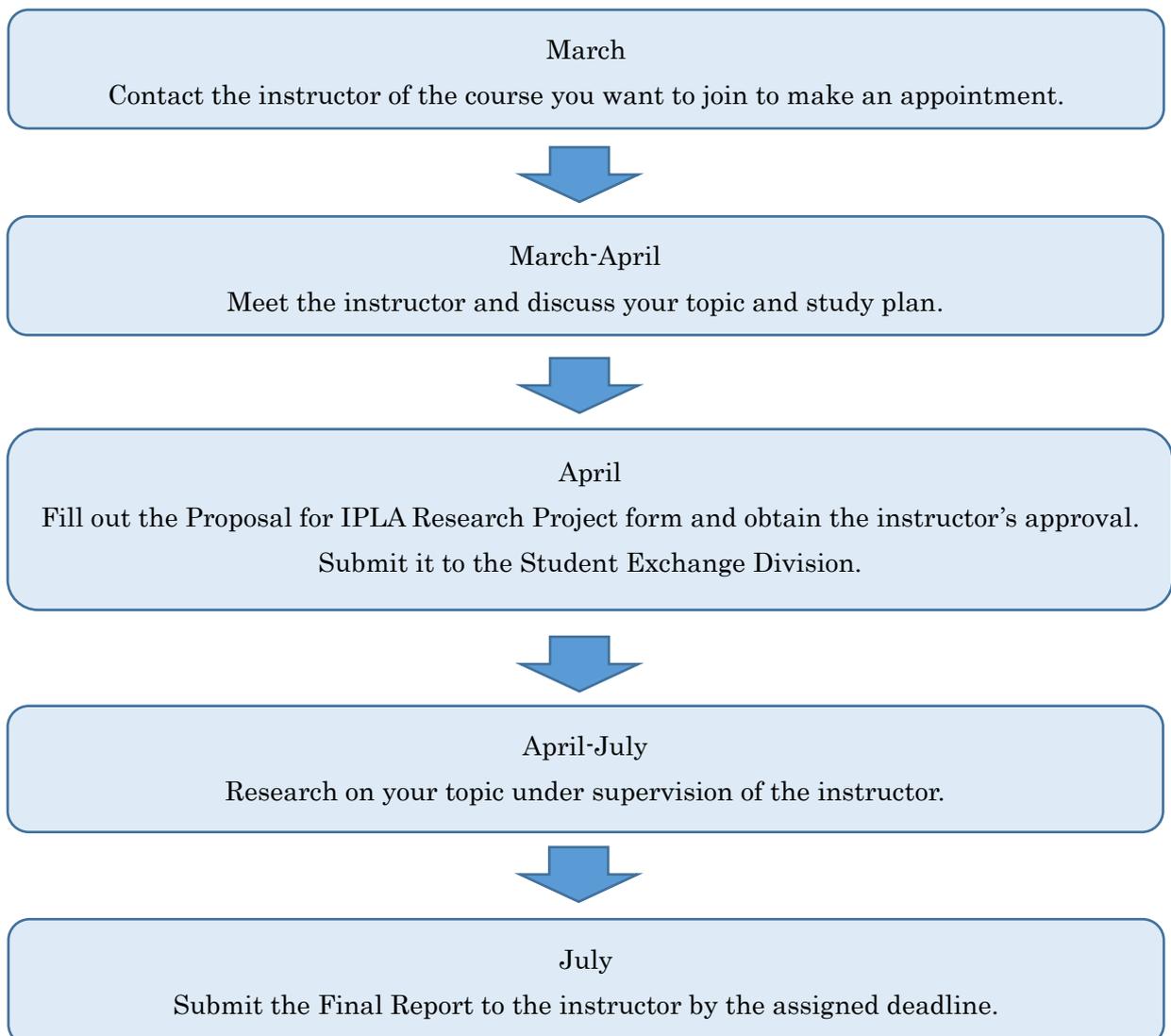
Akmajian, Adrian, Demers, Richard A., Farmer, Ann K., and Harnish, Robert M., An Introduction to Language and Communication (Sixth Edition)2010 Massachusetts Institute of Technology. The MIT Press; Cambridge, Massachusetts, London, England.

## IPLA Research Project

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

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

### Application Procedures



## IPLA Research Project

Field of Study	<b>Philosophical logic, philosophy of information</b>
Semester	Spring 2017
Credits	<input checked="" type="checkbox"/> 1 credit <input type="checkbox"/> 2 credits
Instructor	Yuko Murakami
Department	International Office, Graduate School of Arts and Letters
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group
Contact Email	<a href="mailto:ymurakam@m.tohoku.ac.jp">ymurakam@m.tohoku.ac.jp</a>
Office	School of Arts and Letters 339
Office Hours	12-13 Wednesdays
Possible Topics/Themes	
Non-classical logics, Philosophy of AI	
Objectives	
<p>Reading sessions to cover representative articles or a book. Textbook: TBA according to student's needs and background knowledge.</p> <p>Minimum pre-requisite: Background of (classical) propositional logic and first-order logic including metalogic (completeness theorem). Bring syllabi and grades from your home university before taking this session.</p>	

## IPLA Research Project

Field of Study	<b>Sociology</b>
Semester	Spring 2017
Credits	<input checked="" type="checkbox"/> 1 credit <input type="checkbox"/> 2 credits
Instructor	TANAKA Sigeto (Associate Professor)
Department	School of Arts and Letters
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group
Contact Email	tsigeto@tohoku.ac.jp
Office	Arts and Letters / Law Joint Building 2F 206
Office Hours	To be determined considering the student's schedules
<b>Possible Topics/Themes</b>	
(1) Family, fertility, gender equality, occupational career, and migration issues in contemporary societies (2) Use of statistics and information technologies for social science communication and decision making	
<b>Objectives</b>	
The theme will be decided on agreement between the student and the instructor. Basically weekly face-to-face instruction will be given. Student must complete a term paper under the instructor's supervision, and must make a presentation on the paper.	

## IPLA Research Project

Field of Study	<b>Traditional Japanese Kampo medicine</b>
Semester	Spring 2017
Credits	<input checked="" type="checkbox"/> 1 credits <input type="checkbox"/> 2 credits
Instructor	Shin Takayama
Department	Department of Kampo medicine, Tohoku University Hospital
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group
Contact Email	takayama@med.tohoku.ac.jp
Office	Department of comprehensive and regional medicine, Tohoku University Hospital <a href="https://goo.gl/maps/SFREpoTWdYy">https://goo.gl/maps/SFREpoTWdYy</a>
Office Hours	
<b>Possible Topics/Themes</b>	
<ul style="list-style-type: none"> <li>• General concept of traditional Japanese Kampo medicine</li> <li>• Diagnosis of Kampo medicine with questionnaire and physical examination</li> <li>• Treatment with herbal medicine, acupuncture and moxibustion</li> <li>• Application of Kampo combined with Western medicine</li> </ul>	
<b>Objectives</b>	
<p>To get close and understand the general consideration of traditional Japanese Kampo medicine. Kampo is a traditional Japanese medicine and it has over 1500 year's history. Kampo includes traditional Japanese Kampo drugs composed of multiple clued drugs and acupuncture therapy performed with small thin needles. It also includes treatment with moxibustion. Kampo medicine has been applied for many kinds of diseases and conditions with or without Western medicines. Recently clinical and pharmacological study of Kampo medicines has been increasing. In this research project, the students learn the concept of Kampo medicine, try to combine mixture of crude drugs and taste them, and go to the herb garden to find herbal plant. Furthermore, they experience the treatment of acupuncture and moxibustion.</p>	

## IPLA Research Project

Field of Study	<b>Development Economics, Agricultural Economics</b>
Semester	Spring 2017
Credits	<input checked="" type="checkbox"/> 1 credit <input checked="" type="checkbox"/> 2 credits                      depends on student's demand.
Instructor	Nina Takashino, Assistant professor
Department	Graduate School of Agricultural Science, Department of Resource and Environmental Economics
Instruction	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group                      depends on student's demand.
Contact Email	ninat@tohoku.ac.jp
Office	#A201, Graduate School of Agricultural Science, Aobayama New Campus
Office Hours	12:00-13:00, Tuesday
<b>Possible Topics/Themes</b>	
Please choose one or two of following themes and specify your focus.	
<p>A) Any research topic related to rural development or food issues in student's country or Japan. e.g. gender and development, poverty alleviation, food safety</p> <p>B) Econometrics (numerical analysis) and practical software skill.</p> <p>C) Economics theory: Microeconomics, Macroeconomics, Development economics</p>	
<b>Objectives</b>	
<p>A) To improve literature review skill and deepen understanding on your topic.</p> <p>B) To learn how to apply econometrics method and know how to use software (STATA or R)</p> <p>C) To learn advanced economics theory reading graduate level text book.</p>	
<b>Notes</b>	
<p>Topics/themes above are recommended, but your choice is not limited.</p> <p>Students can choose any topic related to economics or social science.</p>	

## IPLA Research Project

Field of Study	<b>Introduction to Statistical Decision Theory</b>
Semester	Spring 2017
Credits	<input type="checkbox"/> 1 credit <input checked="" type="checkbox"/> 2 credits
Instructor	Mitsunobu Miyake
Department	Economics
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group
Contact Email	miyake@econ.tohoku.ac.jp
Office	Graduate School of Economics and Management's Main Building Office No.603
Office Hours	Contact via e-mail
Possible Topics/Themes	
Introduction to Statistical Decision Theory	
Objectives	
The objectives of this course project are to develop students' abilities to understand the basic concepts of the statistical decision theory such as probability, likelihood and utility function, and are to develop their logical, critical thinking power.	
Notes	
The maximum enrollment is three.	

## IPLA Research Project

Field of Study	<b>Linguistics</b>
Semester	Spring 2017
Credits	<input checked="" type="checkbox"/> 1 credit <input checked="" type="checkbox"/> 2 credits
Instructor	Hiroyuki Eto
Department	Graduate School of International Cultural Studies
Instruction	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group
Contact Email	hiroyuki.eto.d6@tohoku.ac.jp
Office	Graduate School of International Cultural Studies, 411
Office Hours	MT 10:30~13:00 and by appointment
Possible Topics/Themes	
Intellectual History of Linguistics	
Objectives	
<p>This project is designed (1) to provide students a general introduction to the study of language and (2) to familiarize students with certain aspects of the history of linguistic theory with the aim of answering the following questions:</p> <ul style="list-style-type: none"> <li>- What was the overall view, methods and goals suggested by the particular theory?</li> <li>- What were the competing theories which existed at the time?</li> <li>- What theory or philosophical approach did it replace?</li> <li>- What extra-linguistic influence helped to shape its formulations and concepts? (i.e., philosophical, psychological, political, etc.)</li> </ul>	

# Proposal for IPLA Research Project

Name		Student ID	
Semester	Spring 2017	Expected Credit	( )1 ( )2
Field			
Topic/Theme			
Instructor	印	Department	
Instruction	( ) Individual ( ) Group		
Approximate Contact Hours (per week)		Approximate Self-study Hours (per week)	
Assignments		Final Report	

Summary of Proposal

## Proposal for IPLA Research Project

Name		Student ID	
Semester	Spring 2017	Expected Credit	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2
Field			
Topic/Theme			
Instructor	印	Department	
Instruction	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group		
Approximate Contact Hours (per week)	e.g. 1 hours	Approximate Self-study Hours (per week)	e.g. 2 hours
Assignments	e.g. Field research, reading	Final Report	e.g. 10 pages by Jul 28

Summary of Proposal

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