

IPLA 2018-2019 Fall Course Description

Last Update: 2018/10/23

Day	Hours	Course Title for IPLA Students	Credit(s)	Room	Course Code	Instructor(s)	Eligibility
Mon	10:30-12:00	Japanese Corporate Culture, Employment Practices	2	A402, Kawauchi Campus	CB12233	CHIAKI SUEMATSU	
Mon/Thu	10:30-12:00	Global Education	2	M401, <b>Multimedia Education and Research Complex</b> , Kawauchi Campus	VJ1102F	MASAHIRO ARIMOTO, HIDEKI KOJIMA	<b>IPLA Only</b>
Mon	13:00-14:30	International Project I	2	A402, Kawauchi Campus	CB13209	KAZUKO SUEMATSU	
Mon	13:00-14:30	Japanese Communication Behaviors: Japanese Values	2	A403, Kawauchi Campus	CB13210	KIKUE YAMAMOTO	
Mon	13:00-14:30	Non-profit Organization (Special Lectures)	2	Small Lecture Room 2 (212), Multidisciplinary Research Building, Kawauchi Campus 小講義室2@文科系総合講義棟	EB433	YUKO NISHIDE	<b>3rd-4th year</b>
Mon	14:40-16:10	Macroeconomics I	2	Seminar Room 401, New Humanities Building, Kawauchi Campus 経401演@文科系総合研究棟	EM2803	TATSUYOSHI MATSUMAE	<b>3rd-4th year</b>
Mon	14:40-16:10	Language and Culture II	2	107, Graduate School of International Cultural Studies 国際文化研究科棟107講義室	KM23220	HIROYUKI ETO	<b>3rd-4th year</b>
Mon/Thu	16:20-17:50	English for Advanced Students	1	A301, Kawauchi Campus	CB15406	HIROYUKI ETO	<b>3rd-4th year</b>
Tue	8:50-10:20	Japanese Business and Economy A	2	Small Lecture Room 2 (212), Multidisciplinary Research Building, Kawauchi Campus 小講義室2@文科系総合講義棟	EB318	DAN QIN	
Tue	10:30-12:00	Understanding Japan through Japanese Traditional Culture	2	C102, Kawauchi Campus	CB22245	YUKA SAKAMOTO	
Tue	10:30-12:00	Introduction to Humanities and Social Sciences	2	609, Graduate School of Arts and Letters, Kawauchi Campus 文学研究科研究棟609演習室	LB42207	CHRISTOPHER CRAIG	
Tue	10:30-12:00	Introduction to Special Needs Education in Japan	2	A103, Kawauchi Campus	VJ1103F	YEONHEE HWANG	<b>IPLA Only</b>
Tue	10:30-12:00	Political Economy (Special Lectures)	2	Seminar Room 5 (105), Economics Building, Kawauchi Campus 経5演習室@経済学部棟	EB408	KENJI MORI, KAZUHIRO KUROSE	<b>3rd-4th year</b>
Tue	10:30-12:00	History of Political Economy	2	Seminar Room 8 (109), Economics Building, Kawauchi Campus 経8演習室@経済学部棟	EB409	YUTAKA FURUYA	<b>3rd-4th year</b>
Tue	13:00-14:30	Internationalization of Sendai City	2	C102, Kawauchi Campus	CB23233	YUKAKO YONEZAWA	
Tue	13:00-14:30	Career Development	2	Seminar Room 1 (101), Economics Building, Kawauchi Campus 経1演習室@経済学部棟	EM2851	YOSHINOBU NAKAMURA	<b>3rd-4th year</b>
Tue	14:40-16:10	Understanding Japan through Japanese Traditional Culture	2	C201, Kawauchi Campus	CB24249	YUKA SAKAMOTO	
Tue	14:40-16:10	Studies of Japanese Culture	2	607, Graduate School of Arts and Letters, Kawauchi Campus 文学研究科研究棟607演習室	LB32402	CHRISTOPHER CRAIG	<b>Japanese</b>
Tue	14:40-16:10	Microeconomics I	2	Seminar Room 401, New Humanities Building, Kawauchi Campus 経401演@文科系総合研究棟	EM2801	DAN QIN	<b>3rd-4th year</b>
Tue	14:40-16:10	Science, Technology, and Industry of Japan	1	C403, Kawauchi Campus	<b>SB4792</b>	WATANABE YUMIKO	
Tue	16:20-17:50	International Economics (Special Lectures)	2	Seminar Room 401, New Humanities Building, Kawauchi Campus 経401演@文科系総合研究棟	EB416	JUN NAGAYASU	<b>3rd-4th year</b>
Tue	18:00-19:30	Global Company Research	<b>1</b>	204, Multidisciplinary Research Building, Kawauchi Campus 経済2講義室@文科系総合講義棟	EM2854	YOSHINOBU NAKAMURA	<b>3rd-4th year</b>
Wed	8:50-10:20	History of Tohoku University	2	A203, Kawauchi Campus	CB31228	MANABU NAKAGAWA	
Wed	13:00-14:30	Karate for Beginners	1	Gym, Kawauchi Campus	CB33446	TOSHIHIKO FUJIMOTO	
Wed	13:00-14:30	Internship Preparation	2	A306, Kawauchi Campus	CB33238	KAMIHITO TAKEUCHI	
Wed	13:00-14:30	Special Lecture Financial Engineering	2	Seminar Room 1 (101), Economics Building, Kawauchi Campus 経1演習室@経済学部棟	EM2511	YASUMASA MATSUDA	<b>3rd-4th year</b>
Wed	14:40-16:10	Global Business Leadership	2	A306, Kawauchi Campus	CB34211	KAMIHITO TAKEUCHI	
Wed	16:20-17:50	Deepening One's Understanding of Oneself and Others	2	A104, Kawauchi Campus	CB35220	NANAE KOJIMA	
Thu	10:30-12:00	Japanese Art History	2	C202, Kawauchi Campus	CB42224	MITSURU HAGA	
Thu	10:30-12:00	Food Economics	2	N212, Multidisciplinary Research Laboratory for Agricultural Science, Aobayama Campus (K01 on campus map) 農学研究科総合研究棟 資源環境経済学コース演習室(N212)	AM6001	KEIICHI ISHII	
Thu	13:00-14:30	Promoting Human Rights Education	2	A406, Kawauchi Campus	CB43229	MINO TAKAHASHI	
Thu	13:00-14:30	English Literature and Linguistics (Introductory Reading)II	2	135, Graduate School of Arts and Letters, Kawauchi Campus 文学研究科研究棟135講義室	LB44301	JAMES TINK	
Thu	14:40-16:10	Business Communication A	2	Small Lecture Room 3 (213), Multidisciplinary Research Building, Kawauchi Campus 小講義室3@文科系総合講義棟	EB304	RAYMOND ROMAN	
Thu	16:20-17:50	International Project Building: Short Film Creation	1	A103, Kawauchi Campus	CB45420, CB45422	RYAN SPRING	
Thu	16:20-17:50	Japanese Universities and Students	2	A104, Kawauchi Campus	CB45213	YUKI WATABE	
Fri	16:20-17:50	Karate and Japanese Culture	1	A105, Kawauchi Campus	CB55403, CB55404	BARRY KAVANAGH	
Fri	16:20-17:50	Intermediate Econometrics (Special Lectures) I	2	Small Lecture Room 3 (213), Multidisciplinary Research Building, Kawauchi Campus 小講義室3@文科系総合講義棟	EB405	CHUANG HONGWEI	<b>3rd-4th year</b>

Location:  
[A \(Lecture Rooms A\)](#)  
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[Kawauchi Gym](#)  
[Multimedia Education and Research Complex](#)  
[International Exchange Building](#)  
[Art and Letters](#)  
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[Law](#)  
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Subject	Global Studies
Day/Period/Place	Fall Semester Mon 2 川北キャンパスA402
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	末松 千秋 所属:
Term	2セメスター
Course Numbering	ZDG-GLB802E
Language Used in Course	English

Class Subject	【展開ゼミ】Japanese Corporate Culture, Employment Practices 日本の企業文化と雇用慣行-国際共修ゼミ-
Object and Summary of Class	This course introduces students to Japanese corporate culture with the history of changes in employment practices. The classes will cover the Japanese Style Management, Bubble Economy, and the Lost 20 Years. How did Japanese companies develop their management style? Why were Japanese manufacturers regarded as the strongest? What caused the Bubble Economy? Why did they have to give up the practices once thought to be essential? Why is Japan still struggling even without the shock of the big earthquake? While answering these questions, the course will emphasize the role of employment practices to illustrate the Japanese culture. Two main objectives of the course are to possess the knowledge of Japanese employment practices and to understand the rationales for changes in the practices for the past 20 years.
Goal of Study	The goal of the course is to make students understand the basic principles of Japanese employment practices. Through the understandings the students are also expected to judge advantages and disadvantages of employment practices in other nations, especially those in their home country.
Contents and Progress Schedule of the Class	<p>The course will consist of lectures, discussions, and presentations. The instructor will provide lectures on key issues about the process of decision-making. Then, he will lead discussions about important items. In order for students to join the discussions actively the reading papers will be given out together with some assignments. Students will need to read the papers and related materials, turn in the assignments prior to due dates, and join the discussions actively in the class. A couple of classes toward the end will be devoted to the student presentations. Students in small groups will work on case studies and make a presentation on one of them. The time of each presentation will be 20 min to 30 min long, adjusted depending on the number of groups.</p> <p>The class schedule is as follows:</p> <ol style="list-style-type: none"> <li>1)Introduction: Present an overview of the course. Make the self-introduction of the instructor and the students. Discuss the economic development in Japan after World War II briefly.</li> <li>2)Theme: Japanese Style Management Discuss the three basic elements, Lifetime Employment, Seniority Ranking System, and Corporate Labor Union. What are advantages and disadvantage of the elements over other management styles?</li> <li>3)Theme: Japanese Employment Practices Illustrate the human resource management typical to the Japanese companies during 70' s. They provided houses, dormitories, resort houses or loans. Employees traveled together and stayed overnight for harmony. Why were hot spring spots so prosperous? Who went there?</li> <li>4)Theme: Corporate Japan Besides the employment practices there were some systems peculiar to Japan, which supported the Japanese Style Management. Keiretsu, Shitauke, or Zaibatsu were often criticized from the US as unfair business practices. Were they really peculiar to Japan?</li> <li>5)Theme: The Strongest Manufacturing Under the Japanese Style Management employees worked quite hard. "Made in Japan" was (and still is) synonymous with the highest quality. How did the employment practices function to accomplish the highest quality?</li> <li>6)Theme: What Caused the Bubble Economy Accomplishing the economic success, how did most of Japanese feel? What was their "happiness?"</li> <li>7)Theme: Too Much Assets and Too High Labor Costs In 1991 the Bubble Economy ended with burst. Restructuring and re-engineering became key words in the business. What did they try to do?</li> <li>8)Theme: Changes to Employment Practices Gave up the lifetime employment and the seniority ranking system and introduced temp employees and the performance related pay system. Why did they have to give up the practices once thought to be essential? What did the new system bring to employees?</li> <li>9)Theme: Japanese Disease Serious problems spread to the society as a whole. The huge national debts, deflation, collapse in social securities, low birthrate, or elderly society... How are they going to solve them? Why do the prime ministers change so often?</li> <li>10)Case Study The automobile industry and the electronics industry were leading powers that had driven the Japanese economy. The class will discuss one company from those industries and exemplify the management systems discussed in the classes.</li> <li>11)Case Study 2 The class will discuss another company to learn about the applications of the management systems. The rest of the class will discuss important points on the student presentations. A set of case studies for the student presentation will be given out.</li> </ol>

	<p>12)Student Presentations Student groups will make presentations followed by questions and answers.</p> <p>13)Student Presentations Student groups will make presentations followed by questions and answers.</p> <p>14)Student Presentations Student groups will make presentations followed by questions and answers.</p> <p>15)Summary Return the graded student presentations and summarize the course.</p>														
 Evaluation Method	<p>The presentation will account for 50% of the final grade, while the assignments and the overall class participation will contribute 30% and 20%, respectively. Discussions during the case studies and after the student presentations are more important and will make up one-half of the overall class participation. Low attendance for the classes, missing three or more classes, will be regarded as no class participation. Overdue assignment may not be accepted. Grades for the course will be assigned as follows:</p> <p>AA..... Excellent (90–100%) A..... Good (80–89%) B..... Fair (70–79%) C..... Passing (60–69%) D..... Fail (0–59%)</p>														
 Textbook and References	<table><tr><th>No</th><th>Title</th><th>Author</th><th>Publisher</th><th>Year</th><th>ISBN/ISSN</th><th>Classification</th></tr><tr><td>1.</td><td>『Changes in Japanese Employment Practices: Beyond the Japanese Model 』</td><td>Keizer, Arjan</td><td>Routledge</td><td>Routledge</td><td><a href="#">978-0-415-44758-4</a></td><td></td></tr></table>	No	Title	Author	Publisher	Year	ISBN/ISSN	Classification	1.	『Changes in Japanese Employment Practices: Beyond the Japanese Model 』	Keizer, Arjan	Routledge	Routledge	<a href="#">978-0-415-44758-4</a>	
No	Title	Author	Publisher	Year	ISBN/ISSN	Classification									
1.	『Changes in Japanese Employment Practices: Beyond the Japanese Model 』	Keizer, Arjan	Routledge	Routledge	<a href="#">978-0-415-44758-4</a>										
 URL															
 Preparation and Review	<p>Copies of the textbooks and other reading materials will be given out prior to the classes. Students need to read them before each class and prepare for the discussions conducted in the classes.</p> <p>There will be four to five written assignments.</p> <p>The final presentation is the group one. Students need to prepare for the presentation outside of the class hours.</p>														
 In Addition	Students enrolling in this course must have good English proficiency.														
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Subject	Global Education
Day/Period	Monday and Thursday 10:30-12:00 (First class: Nov. 29)
Year	2018
Semester	Fall Semester
Credit(s)	2
Instructor (Position)	ARIMOTO MASAHIRO, Prof. and KOZIMA HIDEKI, Prof. (Graduate School of Education)
Eligibility	IPLA
Language	English

Objectives and Summary of Class	<p>According to World Values Survey, Japan is a little bit different from other Asian countries. Re-locating Japan sharing the broader issues commonly in Asia, we focus and develop Kizuki (with-it-ness) and understanding of social communication.</p> <p>SDGs (Sustainable Development Goals) is so important in education in general through knowledge creation in the society. Because its aim is human well-being through 5 social objectives based on 13 goals as means, and also relates to find their own ways to success in life on the thoughts of "Don't make you happy for someone else's misfortunes". These practices involve placing other people's needs ahead of our own – an essential skill for global citizens of the 21st century.</p> <p>From the perspective described above, the two instructors provide the following sub-courses, that are intended to triangulate the current issues and future directions of global education in general.</p> <p>Arimoto collects evidence of active/ engaged in-depth student learning from the viewpoints of 21st century competencies in higher education, especially through global competency assessment using google sheet etc. to propose for OECD etc.</p> <p>Kozima, who works on cognitive/robotic modeling of human communication, investigates the underlying psychological process for understanding other's mind and altruistic behavior, which are the essential social skills for global citizens, and are often impaired in autistic people.</p>
Goal of Study	Students will understand global competency assessment via Kizuki. Competency is to draw diagrams, write a personal/ original world view and write literature review, peer learning/ smaller group discussion, game/simulation, write a policy memo and make a presentation.
Contents and Class Schedule	<p>We prepare content of sustainability, entrepreneurship, social communication, and performance rich task of each of them. We refer to Worlds Largest Lesson (WLL) focused on SDGs (Sustainable Development Goals).</p> <ol style="list-style-type: none"> <li>1) Arimoto &amp; Kozima: Introduction [Thursday, Nov. 29]</li> <li>2) Kozima: Building robots for understanding human [Monday, Dec. 3]</li> <li>3) Arimoto: Ice-breaking activity (people-search game and so on) [Thursday, Dec. 6]</li> <li>4) Kozima: Autism as mind-blindness [Monday, Dec. 10]</li> <li>5) Arimoto: Watch movies and discussion of Japanese culture [Thursday, Dec. 13]</li> <li>6) Kozima: Brains that socially understand others [Monday, Dec. 17]</li> <li>7) Arimoto: Watch movies of Lesson Study and discussion of Zenjin (whole person) [Thursday, Dec. 20]</li> <li>8) Kozima: Umwelt, affordance, and our free will [Monday, Jan. 7]</li> <li>9) Arimoto: SDGs tasks of climate change, disaster, bio-diversity [Thursday, Jan. 10]</li> <li>10) Kozima: Sensus communis: What do we have in common? [Thursday, Jan. 17]</li> <li>11) Arimoto: SDGs tasks of future of energy [Monday, Jan. 21]</li> <li>12) Kozima: Education for the life with AI (Artificial Intelligence) [Thursday, Jan. 24]</li> <li>13) Arimoto: SDGs tasks of global aging, refugee and migrant crisis [Monday, Jan. 28]</li> <li>14) Arimoto &amp; Kozima: SDGs tasks of future of media, education [Wednesday, Jan. 30]</li> <li>15) Arimoto &amp; Kozima: Wrap-up. Question-answering and floor discussion [Monday, Feb. 4]</li> </ol>
Evaluation Method	<p>In-class participation: 40%, work by task for presentation and short essay: 40%, and attendance: 20%</p> <p>Grades for the course will be assigned as follows:</p> <p>AA..... Excellent (90-100%)  A..... Good (80-89%)  B..... Fair (70-79%)  C..... Passing (60-69%)  D..... Fail (0-59%)</p>
Textbook and references	

 URL	
 Preparation and Review	<p>[References]</p> <ul style="list-style-type: none"> <li>• OECD (2012), Lessons from PISA for Japan, Strong Performers and Successful Reformers in Education, OECD Publishing.</li> <li>• Davies, Roger J., and Osamu Ikeno. (2002). The Japanese mind: understanding contemporary Japanese culture. Boston: Tuttle Pub.</li> <li>• <a href="https://www.eduport.mext.go.jp/">https://www.eduport.mext.go.jp/</a></li> <li>• Some Articles on Kizuki</li> <li>• Uta Frith. Autism: Explaining the Enigma (second edition). Blackwell, 2003.</li> <li>• <a href="https://www.ei.tohoku.ac.jp/xkozima/carebots/index-eng.html">https://www.ei.tohoku.ac.jp/xkozima/carebots/index-eng.html</a></li> </ul>
 In addition	Students might be exposed to role models who launched expertise by using on-line meeting with Tel Aviv University, Israeli and Harvard Graduate School of Education, USA or anywhere else.
 Last Update	2018/09/05 09:34

Subject	Problem/Project-Based Learning Seminar B
Day/Period/Place	Fall Semester Mon 3 川北キャンパスA402
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	末松 和子 所属: 高度教養教育・学生支援機構
Term	2セメスター
Course Numbering	ZDG-GLB808E
Language Used in Course	English

Class Subject	【展開ゼミ】キャンパス国際化への貢献: 異文化間協働プロジェクトを通して国際性を身につけよう1 International Project 1-国際共修ゼミ-
Object and Summary of Class	言語や文化背景の異なる留学生とチームを組み、自発性、主体性が重視される協働プロジェクトに取り組む。世界各国の文化を紹介するインターナショナルウィークを企画・実施する中で、世界共通言語の英語によるコミュニケーションに慣れるとともに、異文化への理解を深め、多角的な視点で新たな価値観を創造する機会を得る。The class provides opportunities for both international students and Japanese students to learn similarities and differences in practices, beliefs, and values across cultures while collaboratively planning and carrying out campus-wide international events. Students will be able to learn effective strategies in cross-cultural communication, the importance of teamwork as well as leadership, and most importantly, how to work successfully in a multi-cultural environment.
Goal of Study	①言語・文化背景の違う学生と英語で協働作業を行う中で、異文化間コミュニケーションに慣れ、異文化への理解を深める。 ②「成果」を意識した期間限定のプロジェクトを企画・実施することにより大学版社会貢献を経験する。 ③多角的視点で社会・大学コミュニティを見直すことにより、自らの価値観や社会観を問い直す機会を得、問題解決への方策を考察・実行できるグローバルかつ柔軟な考察力を身につける。 1. Learn how to interact effectively with people from different language and cultural backgrounds. 2. Understand, respect and appreciate differences and similarities in cultures and individuals and reflect on his/her own cultural, societal, and personal values. 3. Develop negotiation, leadership, teamwork as well as project management skills. 4. Become an proactive and responsible individual who can coordinate and act to “make things happen”.
Contents and Progress Schedule of the Class	授業日: 内容 (授業の使用言語は英語となります) 第1回: 自己紹介、この授業の説明プロジェクトの紹介 Introduction about the class 第2回: グループ分け、プロジェクト企画 Team assignment and project planning 第3回: プロジェクト企画 Project planning 第4回: グループ企画発表 Project proposal presentation 第5回: プロジェクト企画 Project preparation 第6回: プロジェクト企画 Project preparation 第7回: プロジェクト企画 Project preparation 第8回: プロジェクト企画 Project preparation 第9回: 中間発表会 Mid-term Presentation 第10回: プロジェクト企画 Project preparation 第11回: プロジェクト企画 Project preparation 第12回: 事前準備 Project preparation 第13回: プロジェクト実行 Project in action 第14回: プロジェクト実行 Project in action 第15回: 成果発表会 Final presentation
Evaluation Method	レポート/Reports (30%) 発表/Presentations (20%) プロジェクトへの貢献度/Commitment to projects (30%) プロジェクトの成果/Outcome of the project (20%)
Textbook and References	
URL	<a href="http://www.ihe.tohoku.ac.jp/intercul/">http://www.ihe.tohoku.ac.jp/intercul/</a>
Preparation and Review	学生主体のプロジェクトが授業の中心となるため、授業外でもチーム・メンバーとコミュニケーションを取りながら協働作業を行います。Students are expected to meet and discuss outside the class in order to effectively plan and carry out projects.
In Addition	授業は英語で行います。海外留学・研修や学内の国際交流活動経験者、もしくは留学生との英語によるコミュニケーションに意欲的に取り組める方の履修をお勧めします。留学生を含め定員は45名とします。








Last Update

2018/03/06 15:46



Subject	Global Career B
Day/Period/Place	Fall Semester Mon 3 川北キャンパスA403
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	山本 喜久江 所属:
Term	2セメスター
Course Numbering	ZDG-GLB810E
Language Used in Course	English












<div>Class Subject</div>	【展開ゼミ】Japanese Communication Behaviors: Japanese Values 日本人のコミュニケーション行動:日本人の価値-国際共修ゼミ-																				
<div>Object and Summary of Class</div>	<p>The purpose of this course is for students to learn an overview of Japanese communication behaviors using a comparative approach with other cultures.</p> <p>Through the peer teaching discussion in the beginning of each class, they will learn about the other cultures of their peers as well as Japanese values, and their own culture.</p> <p>There will be a tour of going to a tea house in Sendai, where they can deepen their understading of the Japanese values. There will be a class spent to study about Haiku, shortest poem form in the world.</p> <p>It is taught in English and some Japanese.</p> <p>異文化コミュニケーション学の基本を学びながら、焦点として、日本人のコミュニケーション行動について学ぶ。 特に日本人のコミュニケーション行動の動機は何かを、日本人の価値観を学びながら考察する。 多種多様な留学生と触れ、異文化コミュニケーションの実践をする。 仙台市の茶室で、日本の価値観についての理解を深めることを予定。さらに俳句について学びその理解を深めます。</p> <p>授業は英語で実施。</p>																				
<div>Goal of Study</div>	<p>They will gain knowledge about Japanese communication behaviors, and increase their appreciation toward Japanese culture. They will also understand how Japanese communication behaviors are greatly influenced by Japanese values.</p> <p>They will also learn different cultures of the other foreign students through the peer discussion.</p> <p>They will be able to apply some of their learning in real life in the future.</p> <p>1. 日本人の価値観を学ぶことでビジネスや生活での行動の動機がわかる。 2. 異文化コミュニケーションのメカニズムを学び、誤解は何故起きるのか、どう誤解を解くのかのスキルを知る。 3. 多文化の留学生と接し、異文化を肌で知る。</p>																				
<div>Contents and Progress Schedule of the Class</div>	<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>The following key issues will be introduced throughout the semester: Some main Japanese values ; The D.I.E. tool, a constructive intercultural problem solving method</p> <p>Fifteen classes as follows.</p> <p>1-2: Some theories of intercultural communication – What is Hidden Culture? 3: Stereotypes &amp; generalization 4-5: Verbal and non-verbal communication and how Japanese use them 6: Diversity &amp; Perception 7-8: Extra-curricular activities Attending a tea and calligraphy class in a tea house; Reflection and review of Japanese values observed at the tea house 9-10: Communication Styles 11-12: Values &amp; Deep culture 13-14:Presentation about what they learned 15: Summary</p> <p>The order above might be shifted in the semester. It will be announced in class. Extra-curricular activities is planned but later confirmed.</p>																				
<div>Evaluation Method</div>	tests, including minute paper(30%),reports(30%)、presentation(40%)																				
<div>Textbook and References</div>	<table><tr><th>No</th><th>Title</th><th>Author</th><th>Publisher</th><th>Year</th><th>ISBN/ISSN</th><th>Classification</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>							No	Title	Author	Publisher	Year	ISBN/ISSN	Classification							
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	1. 『Different Realities:-Adventures in Intercultural Communication-,』	Joseph Shaules and Juri Abe.	Nan' un-do		<a href="#">9784523175650</a>	textbook
	2. 『the Culture Map』	Erin Meyer	Public Affairs	2014	<a href="#">9781610392761</a>	reference
 URL						
 Preparation and Review	There will be a weekly assignment, which is reading and writing a one-page report, based on reading. This is mandatory, since the report will be read by another student every time.					
 In Addition	Class taught in English. Max.20 students. Japanese students are welcome with a high English proficiency.					
 Last Update	2018/03/06 15:46					

Subject	Nonprofit Organization
Instructor	<a href="#">YUKO NISHIDE</a>
Day/Period	Fall Semester Mon 3
Eligible Participants	全／All
Course Numbering	EEM-MAN607J
Credit(s)	2





Object and summary of class	This course aims at acquiring basic knowledge and ideas on nonprofit organizations striving to solve various social problems and to create social values, and social capital. Topics relating to nonprofit organizations, their organization management are discussed through lectures, student presentations and discussions.																										
Goal of study	On successful completion of the course, students may expect to <ul style="list-style-type: none"> <li>- understand the basic concepts, role and development of nonprofit organizations</li> <li>- understand management and leadership of nonprofit organizations</li> <li>- comprehend the state and challenges facing nonprofit organizations</li> <li>- think through how to solve such problems and make recommendations</li> </ul>																										
Contents and progress schedule of the class	The following topics relating to nonprofit organizations and social capital are examined through lectures, student presentations and discussions: <ul style="list-style-type: none"> <li>- Theory, Significance, International and Regional Comparison</li> <li>- Historical development, state and challenges</li> <li>- Management (mission, HRM, funding, accountability)</li> <li>- Cross-sector Partnership (Nonprofits, Business, Government, University)</li> <li>- Advocacy, Public Policy and Social Impacts</li> </ul>																										
Language Used in Course	English																										
Evaluation method	Presentations (40%) Research paper (30%) Participation (discussions and minute paper)(30%)																										
Textbook and references	<table border="1"> <thead> <tr> <th>No</th><th>Title</th><th>Author</th><th>Publisher</th><th>Year</th><th>ISBN/ISSN</th><th>Classification</th></tr> </thead> <tbody> <tr> <td>1.</td><td>『How to get a copy of the textbook and/or reading list is announced at the first class.』</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>2.</td><td>『Suggested reading list (tentative): Akingbola, Kunle (2015) Managing Human Resources for Nonprofits, Routledge. Cnaan, Ram A. and Vinokur-Kaplan, Diane, eds. (2015) Cases in Innovative Nonprofits: Organizations that Make a Difference, SAGE Publications. Crutchfield, Leslie R. and Grant, Heather M. (2012) Forces for Good: The Six Practices of High-Impact Nonprofits, Jossey-Bass. Nishide, Yuko (2009) Social Capital and Civil Society in Japan, Tohoku University Press. Osborne Stephen P. (2013) Voluntary and Not-for-Profit Management, SAGE. Ott, Steven J. and Dicke, Lisa A. eds. (2016a) The Nature of the Nonprofit Sector, 3rd edition, Westview Press. Ott, Steven J. and Dicke, Lisa A. eds. (2016b) Understanding Nonprofit Organizations: Governance, Leadership and Management, 3rd edition, Westview Press. Perry, James L. ed. (2009) The Jossey-Bass Reader on Public and Nonprofit Leadership, John Wiley &amp; Sons, Inc.』</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>						No	Title	Author	Publisher	Year	ISBN/ISSN	Classification	1.	『How to get a copy of the textbook and/or reading list is announced at the first class.』						2.	『Suggested reading list (tentative): Akingbola, Kunle (2015) Managing Human Resources for Nonprofits, Routledge. Cnaan, Ram A. and Vinokur-Kaplan, Diane, eds. (2015) Cases in Innovative Nonprofits: Organizations that Make a Difference, SAGE Publications. Crutchfield, Leslie R. and Grant, Heather M. (2012) Forces for Good: The Six Practices of High-Impact Nonprofits, Jossey-Bass. Nishide, Yuko (2009) Social Capital and Civil Society in Japan, Tohoku University Press. Osborne Stephen P. (2013) Voluntary and Not-for-Profit Management, SAGE. Ott, Steven J. and Dicke, Lisa A. eds. (2016a) The Nature of the Nonprofit Sector, 3rd edition, Westview Press. Ott, Steven J. and Dicke, Lisa A. eds. (2016b) Understanding Nonprofit Organizations: Governance, Leadership and Management, 3rd edition, Westview Press. Perry, James L. ed. (2009) The Jossey-Bass Reader on Public and Nonprofit Leadership, John Wiley & Sons, Inc.』					
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URL																											
Preparation and Review																											
Attached File																											
In addition	The first session is held on October 15 (no class on Oct.1). 【Contact】E-mail: <a href="mailto:yuko.nishide.c8@tohoku.ac.jp">yuko.nishide.c8@tohoku.ac.jp</a> 【Office Hour】by appointment through email																										
Last Update	2018/02/20 15:26																										

Subject	Macroeconomics I
Instructor	<a href="#">TATSUYOSHI MATSUMAE</a>
Day/Period	Fall Semester Mon 4
Eligible Participants	全／All
Course Numbering	EEM-ECO562E
Credit(s)	2

 Object and summary of class	The aim of this class is to learn about standard growth models. Outline is as follows: (i) Mathematics necessary for solving dynamic optimization problem, (ii) Overviews of macroeconomic data on economic growth, (iii) Exogenous and endogenous growth models, and (iv) Roles of fiscal policy.														
 Goal of study	The goal of this class is to understand standard growth models: (i) Solow model, (ii) Endogenous growth models, and (iii) OLG model.														
 Contents and progress schedule of the class	<div>1. A Brief Introduction of the Growth Theory and the Guidance of this Class: (1) Schedule, (2) Grading Policy and (3) a Reading List.</div> <div>2. Properties of Long-term Data: Kaldor’s stylized facts.</div> <div>3. Solow Model I: Model settings.</div> <div>4. Solow Model II: Analyzing the steady states and the dynamics with the phase diagram.</div> <div>5. Solow Model III: Implications of the model.</div> <div>6. Solow Model IV: On the consistency with empirical studies.</div> <div>7. New Growth Theory I: R&amp;D Model.</div> <div>8. New Growth Theory II: Learning by Doing Model.</div> <div>9. New Growth Theory III: Human Capital Model.</div> <div>10. New Growth Theory IV: On the consistency with empirical studies.</div> <div>11. Overlapping Generations Model I: Settings of the simple OLG model.</div> <div>12. Overlapping Generations Model II: Solving the model and analyzing the dynamics by the phase diagram.</div> <div>13. Overlapping Generations Model III: On the dynamic inefficiency of this model.</div> <div>14. Overlapping Generations Model IV: On the role of fiscal policy.</div> <div>15. Spare day just in case.</div>														
 Language Used in Course	English														
 Evaluation method	Homework and the final exam.														
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 URL															
 Preparation and Review															
 Attached File															
 In addition															
 Last Update	2018/03/07 15:32														




Subject	Language and Culture II
Day/Period	Fall Semester Mon 4 107講義室
Categories	-
Credit(s)	2
Instructor	<a href="#">HIROYUKI ETO</a>
Subject Numbering	KIC-LIN621J
Language Used in Course	Japanese

Class subject	Topics in the Theory of Language and Culture																														
Object and summary of class	This course is designed (1) to provide students a general introduction to the theory of language and culture via a close reading of selected chapters/papers on the relevant topics and (2) to familiarize students with certain aspects of the history of linguistic theory. This course is conducted primarily in Japanese during discussions and presentations, but students are required to read English texts at an advanced level.																														
Goal of study	<p>This course will look at certain theories of language, society, and culture with the aim of answering the following questions:</p> <ul style="list-style-type: none"> <li>- What is language? / What is culture?</li> <li>- What are the overall view, methods, and goals suggested by the particular theory on language and culture?</li> <li>- What is its historical and intellectual background?</li> <li>- What is its position in the history of linguistics?</li> <li>- What are its competing theories?</li> </ul>																														
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Evaluation Method	Participation in discussions (50%) and presentation (50%). More detailed information will be provided at the first class session.																														

 Textbook and references	Textbook: Claire Kramsch. (1998). Language and Culture. Oxford, UK: OUP References: tba *Reading materials and handouts will be distributed in the class.
 self study	Students are required to prepare and review for each class. In addition, they are expected to read assigned materials for discussion.
 In addition	Further information, including the instructor' s office hours and e-mail address, will be provided at the course orientation.
 Last Update	2018/02/10 11:33

Subject	English C2
Day/Period/Place	Fall Semester – Second half Mon 5 川北キャンパスA301 Fall Semester – Second half Thu 5 川北キャンパスA301
Categories	-English
Credit(s)	1
Object	全(上級者用)(少人数)
Instructor (Position)	江藤 裕之 所属:国際文化研究科
Term	2年次第4クォーター
Course Numbering	ZCF-ENG202J
Language Used in Course	Japanese

Class Subject	英語実践演習上級 / Exercises in Practical English for Advanced Students
Object and Summary of Class	<ul style="list-style-type: none"> <li>- This discussion-based class is conducted primarily in English.</li> <li>- International students are also welcome.</li> <li>- For the purpose of establishing a firmer foundation of English proficiency for a broad range of interdisciplinary topics., students are expected to read various types of English texts from newspapers (International New York Times, Washington Post, The Straits Times, etc.), magazines (TIME, The Economist, etc.), journals (Foreign Affairs, National Geographic, etc.) and transcripts of speeches/presentations (TED) and exchange opinions on the topics with peers to enhance their skills in communication and critical and logical thinking.</li> </ul>
Goal of Study	<p>Students will develop English language skills needed to conduct research in their majors. They should not only enhance listening and reading skills in English, but also build a strong vocabulary crucial to understanding English texts used in academic researches and various fields in the international community. Upon completion of this course, students will be able to</p> <ul style="list-style-type: none"> <li>- improve their reading accuracy, speed, and fluency;</li> <li>- increase their active English vocabulary;</li> <li>- expand their overall English knowledge and skills; and</li> <li>- build up their competency in communication, critical and logical thinking.</li> </ul>
Contents and Progress Schedule of the Class	<p>The course schedule and assignments are as follows:</p> <p>Week 1-1 Course orientation 1 Week 2-1 Reading and discussion 1 Week 3-1 Reading and discussion 2 Week 4-1 Reading and discussion 3 Week 5-1 Reading and discussion 4 Week 6-1 Reading and discussion 5 Week 7-1 Reading and discussion 6 Week 8-1 Review and feedback</p> <p>Week 1-2 TBA Week 2-2 Presentation [Reading material 1] Week 3-2 Presentation [Reading material 2] Week 4-2 Presentation [Reading material 3] Week 5-2 Presentation [Reading material 4] Week 6-2 Presentation [Reading material 5] Week 7-2 Presentation [Reading material 6] Week 8-2 Review and feedback</p> <p>More detailed information regarding contents of each lesson will be provided at the course orientation. This schedule may be subject to change due to the instructor's official duties, academic affairs, etc.</p>
Evaluation Method	Grades are determined on the basis of students' performance: Participation and discussion 40%; presentation(s) and short essays 60%. More detailed information will be provided at the first class session.
Textbook and References	
URL	<p>Washington Post: <a href="https://www.washingtonpost.com">https://www.washingtonpost.com</a>  The Straits Times: <a href="http://www.straitstimes.com">http://www.straitstimes.com</a>  The Japan Times: <a href="http://www.japantimes.co.jp">http://www.japantimes.co.jp</a>  NBC: <a href="http://www.nbcnews.com/nightly-news">http://www.nbcnews.com/nightly-news</a>  TED: <a href="http://www.ted.com/talks">http://www.ted.com/talks</a>  ALC: <a href="http://www.alc.co.jp">http://www.alc.co.jp</a>  CILL (HKPolyU): <a href="https://elc.polyu.edu.hk/cill/">https://elc.polyu.edu.hk/cill/</a></p>

 Preparation and Review	First of all, students are required to prepare and review for each class. In addition, they are expected to read and watch as many English texts and videos as possible and to collect related information and topics surfing the net. They will also have detailed information for supplemental readings, dictionaries and reference books for their convenience.
 In Addition	<ul style="list-style-type: none"> <li>- No textbooks will be used. Reading materials and handouts will be distributed in the class.</li> <li>- Further information, including the instructor' s office hours and e-mail address, will be provided at the course orientation.</li> </ul>
 Last Update	2018/03/06 15:45








Subject	Japanese Business and Economy a
Instructor	<a href="#">QIN DAN</a>
Day/Period	Fall Semester Tue 1
Eligible Participants	2・3・4
Course Numbering	EAL-ECM221E
Credit(s)	2

Object and summary of class	This course studies the behavioral foundations of Japanese business and economics. The objective of this course is twofold. In the first place, students will learn basic microeconomic methods in modelling individual behavior. In the second place, we will introduce and discuss several examples of non-standard behavior that are common among Japanese people. We will then discuss the modelling of such types of behavior.																										
Goal of study	Upon the completion of this course, students will come to understand the difference between real life decision making (in the case of Japanese people) and the behavioral patterns assumed by classical economic theory. Students are also expected to be able to build simple models explaining nonstandard behavior.																										
Contents and progress schedule of the class	<p>We will first introduce the economic sense of “rationality” and then discuss several typical behavior deviating from this hypothesis. At the end of this class, students will give presentations about typical nonstandard behaviors in their own culture.</p> <ol style="list-style-type: none"> <li>1) Orientation and introduction</li> <li>2) Rational decision maker in the economic sense: Preference maximization hypothesis</li> <li>3) Properties of preference and utility</li> <li>4) Uncertainty and risk</li> <li>5) Strategic behavior: Non-cooperative game</li> <li>6) Giri: The Japanese social obligation</li> <li>7) Honne to Tatemae: Private vs. public stance in Japan</li> <li>8) Kenkyo: The Japanese virtue of modesty</li> <li>9) Shundan Ishiki: Japanese group consciousness</li> <li>10) Kiritsuteki (Following rules)</li> <li>11) Modeling non-standard behavior</li> <li>12) Modeling non-standard behavior</li> <li>13) Student Presentation</li> </ol> <p>Week 13, 14, and 15 are reserved for student to make presentations about examples of nonstandard behavior in their own culture.</p> <ol style="list-style-type: none"> <li>14) Student Presentation</li> </ol> <p>Week 13, 14, and 15 are reserved for student to make presentations about examples of nonstandard behavior in their own culture.</p> <ol style="list-style-type: none"> <li>15) Student Presentation</li> </ol> <p>Week 13, 14, and 15 are reserved for student to make presentations about examples of nonstandard behavior in their own culture.</p>																										
Language Used in Course	English																										
Evaluation method	Students will be evaluated by class participation (40%) and presentation (60%).																										
Textbook and references	<table border="1"> <thead> <tr> <th>No</th><th>Title</th><th>Author</th><th>Publisher</th><th>Year</th><th>ISBN/ISSN</th><th>Classification</th></tr> </thead> <tbody> <tr> <td>1.</td><td>『The Japanese Mind: Understanding Contemporary Japanese Culture』</td><td>Davis R. J., Ikeno O.</td><td>Tuttle Publishing</td><td>2002</td><td><a href="#">0804832951</a></td><td>Textbook</td></tr> <tr> <td>2.</td><td>『Advanced Microeconomic Theory』</td><td>Jehle G. A., Reny P. J.</td><td>Prentice Hall</td><td>2011</td><td><a href="#">9780273731917</a></td><td>Reference</td></tr> </tbody> </table>						No	Title	Author	Publisher	Year	ISBN/ISSN	Classification	1.	『The Japanese Mind: Understanding Contemporary Japanese Culture』	Davis R. J., Ikeno O.	Tuttle Publishing	2002	<a href="#">0804832951</a>	Textbook	2.	『Advanced Microeconomic Theory』	Jehle G. A., Reny P. J.	Prentice Hall	2011	<a href="#">9780273731917</a>	Reference
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2.	『Advanced Microeconomic Theory』	Jehle G. A., Reny P. J.	Prentice Hall	2011	<a href="#">9780273731917</a>	Reference																					
URL																											
Preparation and Review	Students are required to prepare presentations reflecting typical behavior of their own culture. The preparation should start by the 10th week.																										
Attached File																											
In addition	Prerequisite: introductory microeconomics Office hours: by appointment																										
Last Update	2018/02/01 13:38																										

## シラバス参照 Understanding Japan through Japanese Traditional Culture (Tue 2)







Subject	Japanese Society and Culture B
Day/Period/Place	Fall Semester Tue 2 川北キャンパスC102
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	坂本 友香 所属: 高度教養教育・学生支援機構
Term	2セメスター
Course Numbering	ZDG-GLB804E
Language Used in Course	English

Class Subject	Understanding Japan through Japanese Traditional Culture
Object and Summary of Class	This course aims to explore aspects of Japanese traditional culture to enhance the students' understanding of the origin of modern Japanese society and the perspectives of the Japanese people. This course is conducted in English and targets both international and Japanese students. For international students, it will provide opportunities to develop their understanding of Japanese culture and to experience it. For Japanese students, it will provide opportunities to re-discover Japanese culture.
Goal of Study	<ol style="list-style-type: none"> <li>1. Students will gain fundamental knowledge of Japanese traditional culture.</li> <li>2. Students will demonstrate an understanding of Japanese traditional culture</li> <li>3. Students will effectively engage in interpersonal communication, and exchange opinions and information.</li> </ol>
Contents and Progress Schedule of the Class	<p>This course consists of three parts: (1) lectures, (2) experience in and demonstrations of traditional Japanese culture, and (3) reflection. Professionals from each area are invited to offer lectures on traditional culture. This course also provides students with opportunities to experience Japanese culture inside and outside the classroom.</p> <p><b>**Class schedule updated: September 10, 2018**</b></p> <ol style="list-style-type: none"> <li>1) Introduction 10/2</li> <li>2) Nihongami&amp; Keppatsushi (日本髪・結髪師) / Traditional Japanese hairstyle Nihongami hairdresser 10/9</li> <li>3) [Workshop] Wadaiko (和太鼓) / Traditional Japanese drum Sunday, October 14, 2018 (Morning session)</li> <li>4) Kimono (着物) / Traditional clothing 10/23</li> <li>5) Preparation for group presentation 10/30</li> <li>6) Preparation for group presentation 11/6</li> <li>7) [Workshop] Chado (茶道) / Tea ceremony Saturday, November 17, 2018 (Morning session)</li> <li>8) Nihonbuyo (日本舞踊) / Japanese Classic Dancing 11/20</li> <li>9) Shodo (書道) / Calligraphy 11/27</li> <li>10) Presentation 12/4</li> <li>11) [Fieldtrip] Noh (能楽) / Japanese theatrical arts 12/9 Sunday, December 9, 2018 (Afternoon session)</li> <li>12) Presentation 12/11</li> <li>13) Presentation / Class wrap-up 12/18</li> </ol> <p><b>[IMPORTANT]</b>  MANDATORY attendance at the first class meeting (October 2nd).  This course CANNOT accept students who join from the second week.  Field trips/workshops scheduled on weekends:  Sunday, October 14, 2018 (morning)  Saturday, November 17, 2018 (morning)  Sunday, December 9, 2018 (afternoon)</p> <p>No classes on October 16th, November 13th, December 25th, January 8th, January 15th, and January 22nd.</p> <p>※ Topics are subject to change depending on conditions. The latest syllabus and schedule are available online. Please check the online syllabus BEFORE you enroll in this course.</p>
Evaluation Method	<p>Students will be assessed and graded based on the following:</p> <ul style="list-style-type: none"> <li>Attendance and active participation 30%</li> <li>Group presentation 20%</li> <li>Homework 20%</li> <li>Final report 30%</li> </ul> <p>Two (2) late arrivals (more than 20 minutes late) or early leaves equal one (1) absence.</p>
Textbook	

 and References	
 URL	
 Preparation and Review	Group work
 In Addition	<p>References (handouts) are provided, when needed.          You must attend the first class session.          The maximum number of participants for this course is 25. 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. The contact information for the lecturer will be given in class.</p>
 Last Update	2018/09/10 09:18

Subject	Introduction to Humanities and Social Sciences
Subject	Introduction to Humanities and Social Sciences
Timetable	Fall Semester Tue 2
Credit(s)	2
Instructor	CRAIG CHRISTOPHER ROBIN JAMIE
Semester	4
Course Number	LHM-OHS204B
Language Used	Two languages or more







Course Title	日本文化と社会
Course Title	Japanese Culture and Society
Course Objectives and Course Synopsis	授業は、現在日本の文化・社会と日本や海外においてそれを対象とする学問を紹介する。日本文化・社会に関する最近の英語で書かれた文献を紹介して、それを資料として質疑応答などし歴史学や社会学の考え方を学ぶ。 参加する学生の日本における経験そのものは資料となり、ディスカッションや発表でそれをアカデミックな視点から考え方を学ぶ。
Course Objectives and Course Synopsis	This course is an introduction to the culture and society of modern Japan and to the academic study of culture and society in Japan and elsewhere. By examining a number of topics related to contemporary culture and society, students will be introduced to recent English-language academic literature and the issues that concern social scientists and researchers. Student participation is an important element, and the class will be structured to incorporate the experiences of students in their daily lives in Japan, with student presentations designed to encourage students to apply an academic perspective to their current circumstances.
Learning Goals	現在日本文化や社会に関する歴史的な問題や主要な文献を意識する。 「日本文化」という理念の神秘性をなくし、日本文化に関する本質主義的な思想を問題視する。
Learning Goals	A major goal of this course is to develop a rigorous framework of critical thinking regarding society and culture. We will attempt to demystify the idea of Japan and its culture and problematize many of the essentialist ideas that surround "Japanese culture," both inside and outside Japan.
Class Schedule and Activities	1. Introduction: The myth of national culture 2. Background: Japan since World War II 3. Middleness and disparity: Class in Contemporary Japan 4. Gender and work 5. The changing nature of employment 6. Education and class 7. Youth, crime, and punishment 8. Family life: men 9. Family life: women 10. Self and other in Japan 11. Invisibility and minority 12. Presentations 13. Presentations 14. The foreign in the everyday 15. 3.11
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Grading	

 Plan	発表[40%]・リアクション・ペーパー[20%]・出席・ディスカッション[40%]
 Grading Plan	Presentation [40%], Reading responses [20%], Attendance and discussion [40%]
 Textbooks and Recommended Readings	各時間に適宜資料を配布する。 Readings will be distributed for each class.
 Assignments	各時間の前に適宜資料を読む。 資料のリアクション・ペーパーを書く。 Class readings are to be completed before class meetings. Reading responses are to be submitted during the semester.
 Other Remarks	This class is taught in English. All readings are in English and all assignments and tests are to be submitted in English.
 Last Update	

## シラバス参照 Introduction to Special Needs Education in Japan

Subject	Introduction to Special Needs Education in Japan
Day/Period	Tuesday 10:30-12:00
Year	2018
Semester	Fall Semester
Credit(s)	2
Instructor (Position)	YEONHEE HWANG, Associate Prof., Tohoku Fukushi University
Eligibility	IPLA
Language	English





Objectives and Summary of Class	The purpose of the course is provide students with an overview of special needs children in Japan with an emphasis on developmental disabilities including Learning Disabilities(LD), Attention Deficit / Hyperactivity Disorder(ADHD) and Autism Spectrum Disorders(ASD). The purpose of the class is also to give students an understanding of general cognitive, educational and social-behavioral characteristics of individuals with developmental disabilities.
Goal of Study	Students will be able to describe the cognitive, educational, and social-behavioral characteristics of individuals with various types of developmental disabilities. Students will also be able to understand the importance of developing effective teaching strategies for all students in the classroom and will compare classroom accommodation in Japan and in their countries.
Contents and Class Schedule	<p>Students will participate in various activities (including simulations) to understand characteristics and symptoms of developmental disabilities. Students will discuss strategies that promote learning and social acceptance in the classroom. A visit to elementary school or special needs education center will help to deepen understanding of Japanese special needs education.</p> <ol style="list-style-type: none"> <li>1) Course Orientation Course outline and expectations will be given. Students will be asked to share with the class how disabilities are categorized in their countries.</li> <li>2) Japanese Special Needs Education An overview of Japanese special needs education will be given, especially focusing on recent changes in legislation relating to individuals with developmental disabilities.</li> <li>3) Developmental Disabilities The causes and classifications of developmental disabilities will be discussed. Also, we will examine appropriate and non-biased language showing respect for individuals with disabilities</li> <li>4) Learning Disabilities(LD) 1 Basic types of L D will be discussed as well as the definition of LD.</li> <li>5) Learning Disabilities(LD) 2 Warning signs and mechanisms of LD will be discussed including looking at case studies.</li> <li>6) Learning Disabilities(LD) 3 Students will experience LD simulation or awareness-raising activities and discuss teaching strategies and learning materials appropriate for children with LD.</li> <li>7) Field experience The class will visit an elementary school or center for children with developmental disabilities. The school to be visited is not yet fixed.</li> <li>8) ADHD 1 Definitions and behavioral characteristics of ADHD will be discussed including looking at case studies.</li> <li>9) ADHD 2 Students will experience ADHD simulation or awareness-raising activities and discuss teaching strategies and learning materials appropriate for children with ADHD.</li> <li>10) ADHD 3 Medication and behavior management to control ADHD behaviors will be discussed. The class will discuss the major current issues related to medication for ADHD.</li> <li>11) Autism Spectrum Disorders(ASD) The core symptoms and types of Autism Spectrum Disorders will be discussed including looking at case studies.</li> <li>12) Asperger Syndrome The characteristics and warning signs of Asperger Syndrome will be discussed including looking at case studies.</li> <li>13) Theory of Mind We will discuss the concept of theory of mind and how it is often impaired in person with ASD.</li> <li>14) Working memory and Developmental Disabilities Working memory capacity is closely related to a child's ability to learn. The characteristics of working memory of children with developmental disabilities and classroom support for them will be discussed.</li> <li>15) Looking forward to the future Support services in college and career preparation for people with developmental disabilities will be discussed. Students will be asked to share with the class the services available in their countries.</li> </ol>
Evaluation	

Method	In-class participation 40%, homework30%, and attendance 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	
 URL	
 Preparation and Review	There is no assigned text for this course. The instructor will supply students with the necessary handouts as needed. Supplementary textbooks will be introduced in class.
 In addition	
 Last Update	2018/09/05 09:38

Subject	Political Economy(Special Lectures)
Instructor	KAZUHIRO KUROSE
Day/Period	Fall Semester Tue 2
Eligible Participants	3・4
Course Numbering	EAL-ECO367E
Credit(s)	2




Object and summary of class	<p>The purpose of this course is to provide students with the basic theories of Marxian and other non-mainstream economics by using mathematical methods.</p> <p>The course not only provides different explanation concerning the same phenomena (e.g. positiveness of prices) from the mainstream economics but also deals with the phenomena which can be observed but are not explained in the orthodox textbooks.</p> <p>Given the tendency that unequal distribution of income and wealth is growing all over the world, Marxian as well as other non-mainstream economics are recently revisited. Due to this course, it is expected that the different ways of thinking about capitalist economies from the mainstream are possible.</p>																																																																											
Goal of study	<p>This course has an ambitious goal of acquiring such knowledge and skills as follows:</p> <ol style="list-style-type: none"> <li>1) basic properties of linear economic models</li> <li>2) understanding of alternative ways in order to theorise capitalism by using the models</li> <li>3) choice of technique and the paradox of capital theory</li> </ol>																																																																											
Contents and progress schedule of the class	<p>This course is divided into two parts, the first of which is charged by Prof. Mori and the second of which is by Asso. Prof. Kurose. The first part deals with the Classical-Marxian value and price; the contents are given as follows:</p> <ol style="list-style-type: none"> <li>1) Labor theory of value</li> <li>2) Price of production</li> <li>3) Hawkins-Simon condition and Perron-Frobenius theorem</li> <li>4) Fundamental Marx theorem</li> </ol> <p>On the basis of the price of production, the second part deals with the choice of technique and shows you the complex phenomena that are not explained in orthodox textbooks. The contents of the second part are given as follows:</p> <ol style="list-style-type: none"> <li>1) Okishio theorem</li> <li>2) Linear activities with alternative techniques and non-substitution theorem</li> <li>3) Paradox of capital theory and its implication to the real world</li> </ol>																																																																											
Language Used in Course	English																																																																											
Evaluation method	attendance (10%), assignment (20%), final exam. (70%)																																																																											
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 Preparation and Review	Sufficient preparation and review are necessary.
 Attached File	
 In addition	Basic knowledge of linear algebra is prerequisite.
 Last Update	2018/02/24 14:53

Subject	History of Political Economy(Special Lectures)
Instructor	<a href="#">YUTAKA FURUYA</a>
Day/Period	Fall Semester Tue 2
Eligible Participants	3・4
Course Numbering	EAL-ECO368J
Credit(s)	2

Object and summary of class	<p>If you are interested in the story behind Micro and Macro Economics you are learning; or if you feel that some of the conceptual foundations of Economics are unnatural or odd, and if you are struggling to come to grips with them--then this course might be for you. Many students who took this course say the course helped them wrap their heads around the "oddity" they encountered when they learned Economics. They tell me the course served them as a guidance and a complement to Micro and Macro Economics course.</p> <p>Economics--the science of economy--has had a checkered history: it is, in one sense, a history of divisiveness and turnarounds; but at the same time, it is a continuous pursuit to answer pressing questions of the society; it is a combination of discontinuity and continuity. Following the footsteps of the science is THE ideal way to understand what this science is about and why it turned out to be the kind of theory we learn today.</p>
Goal of study	<p>By taking this course, you will be able to:</p> <ul style="list-style-type: none"> <li>- form an in-depth understanding of the context of modern economic theory</li> <li>- acquire knowledge of the various schools of economic thought</li> <li>- understand why economics has changed over time</li> </ul>
Contents and progress schedule of the class	<p><b>Reading Materials:</b> All students MUST read the materials before class. This is crucial for the quality of discussion in the class room. I will try to keep each week's materials within 25 pages. Students are asked to quickly go through--I know you're busy--the materials and submit a short summary or questions before each class. The person who gives presentation that week will not submit a summary or questions.</p> <p><b>Presentation:</b> Each students will give one presentation during the course. You will talk about the week's material, and the time allocated for your presentation is 15 minutes. I ask you to use a PowerPoint slide (or an equivalent) and focus on helping other students digest the material. I will bring a Windows 10 laptop with PowerPoint 2013 to the classroom. You can either send me your file before 9 am of the day of the class, or you can bring the file in your USB flash drive. Please turn in your file either in PowerPoint format or in PDF format after the class.</p> <p><b>Topics Covered:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the Course and Initial Arrangements</li> <li>2. Overview: Economics in the 21st Century</li> <li>3. Economic Theory out of Ignorance?: Thomas Mun and David Hume</li> <li>4. The Canon: Adam Smith's Wealth of Nations</li> <li>5. Perfection and/or Purification: David Ricardo</li> <li>6. Rebuttal from All Corners 1: Malthus and Sismondi</li> <li>7. Rebuttal from All Corners 2: F. List</li> <li>8. Total Overthrow?: Karl Marx</li> <li>9. Re-Shaping the Science: Walras and the Marginal Revolution</li> <li>10. Keynesian Revolution 1: J. M. Keynes</li> <li>11. Keynesian Revolution 2: American Keynesians</li> <li>12. Challenge from R. Lucas Jr.</li> <li>13. Another Synthesis? (DSGE)</li> <li>14. Facing Harsh Scrutiny: Shock from the Lehman Shock</li> </ol>
Language Used in Course	English
Evaluation method	<p>Class participation and contribution (60%) Final presentation (20%) Essay (20%)</p>
Textbook and references	
URL	
Preparation and Review	<p><b>Reading Materials:</b> All students MUST read the materials before class. This is crucial for the quality of discussion in the class room. I will try to keep each week's materials within 25 pages. Students are asked to quickly go through--I know you're busy--the materials and submit a short summary or questions before each class. The person who gives presentation that week will not submit a summary or questions.</p> <p><b>Presentation:</b> Each students will give one presentation during the course. You will talk about the week's material, and the time allocated for your presentation is 15 minutes. I ask you to use a PowerPoint slide (or an equivalent) and focus on helping other students digest the material. I will bring a Windows 10 laptop with PowerPoint 2013 to the classroom. You can either send me your file before 9 am of the day of the class, or you can bring the file in your USB flash drive. Please turn in your file either in PowerPoint format or in PDF format after the class.</p>

 Attached File	
 In addition	Please make sure to attend the class on the first day of this course.
 Last Update	2018/03/15 17:43









Subject	Problem/Project-Based Learning Seminar B
Day/Period/Place	Fall Semester Tue 3 川北キャンパスC102
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	米澤 由香子 所属:国際連携推進機構
Term	2セメスター
Course Numbering	ZDG-GLB808E
Language Used in Course	English

Class Subject	<p>【展開ゼミ】仙台の国際化推進プロジェクト: 留学生と共に地域社会に貢献しよう! Internationalization of Sendai City: Let's contribute to the local community!-国際共修ゼミ-</p>
Object and Summary of Class	<p>現在、日本政府は、2020年までに40万人の外国人観光客を受け入れることを目標としている。このような流れの中で、仙台市も外国人観光客や外国人居住者に対応するために、様々な取り組みを行っている。この授業では、仙台市で働く方々とのインターアクションなどを通じて、他国との比較等を行いながら、仙台市が抱える課題を調査、分析し、仙台市をこれまで以上に魅力的な街にするための提案を考える。</p> <p>本授業の目的は、大学生活の早い段階で今後私たちが直面するグローバル社会の縮図に接し、直接体験することでその性質に気づいてもらうことを目的とする。さらに、仙台市についての理解を深め、地域で働く人々と接触し、関係性を強化しながら、自分たちが住む地域が抱える国際化への対応に関する解決策や提案を行うことで地域社会の国際化に貢献する。</p> <p>※本授業は、留学生と国内の学生が共に学ぶ形式をとる国際共修授業で、英語を主要言語として実施する。</p> <p>The Government of Japan aims to accept 400,000 foreign tourists by 2020. Sendai City is also making various efforts to respond to the needs of tourists and residents from foreign countries. The purpose of this lesson is to contribute to the local community by engaging in service learning at a local department store where you will have a chance to work with Japanese students and employees. The purpose of this course is to give some suggestions to people working in Sendai city how they can internationalize their local community. This class will be conducted mainly in English.</p>
Goal of Study	<p>■地域社会の問題を発見し、実際にその問題解決のための解析や提案を行う。 ■自分が育ってきた文化や伝統と異なる学生とグループワークをすることで異文化への理解を深め、またどう共存できるかを考え、実践する。 ■プロジェクトを通じて大学生として必要な情報収集、分析力、プレゼンテーション力を習得する。</p> <p>1) Discuss some issues in the local community, and analyze the issues to suggest solution through this course. 2) Deepen our understanding of intercultural competency by going through group work with other students who have different cultural backgrounds. 3) Improve the skills to collect and analyze information and to present the findings through projects in this course.</p>
Contents and Progress Schedule of the Class	<p>この授業は講義とフィールドワーク、グループ・プロジェクトで構成する。</p> <p>I イントロダクション 第1回 コース概要説明/ チームビルディング 第2回 【講義①】仙台市の地域課題を国際的視点で考える 第3回 【講義②】地域課題をビジネス界からの視点で捉える</p> <p>II フェーズ①: チームでプロジェクトに取り組む 第4-6回 【フィールドワーク】現場を見て学ぶ(3コマ連続) 第7回 【講義③】地域課題を行政からの視点で捉える 第8回 【ワークショップ】グループで課題解決策を提案する 第9回 【講義とワークショップ①】課題解決のアプローチ① 第10回 【講義とワークショップ②】課題解決のアプローチ②</p> <p>III フェーズ②: チームでプロジェクトを完遂させる 第11回 【グループプロジェクト】中間発表 第12回 【講義とグループプロジェクト】課題解決の成功事例共有/ 最終プレゼンテーション準備 第13回 【講義とグループプロジェクト】効果的なプレゼンテーション/ 最終プレゼンテーション準備 第14回 【グループプロジェクト】プロジェクト発表① 第15回 【グループプロジェクト】プロジェクト発表②/ 全体総括</p> <p>※フィールドワークは週末に実施する。 ※スケジュールは変更する場合がある。</p> <p>This class is a project-based class. You will be asked to make presentations several times in the class to show your learning and progress. (I) Introduction: Project Start-up (Session 1) Introduction (Syllabus Review)/ Team Building Activity (Session 2) Lecture 1: Regional issues in Sendai City: An international perspective (Session 3) Lecture 2: Regional issues in Sendai City: A business perspective</p> <p>(II) Work on the Group Project (Session 4-6) Fieldwork (3 consecutive frames) (Session 7) Lecture 3: Regional issues in Sendai City: A local administrative perspective (Session 8) Workshop</p>

	<p>(Session 9) Lecture and Workshop: Approaches to problem-solving (1)  (Session 10) Lecture and Workshop: Approaches to problem-solving (2)</p> <p>(III) Complete the Group Project  (Session 11) Sharing the progress of your group project  (Session 12) Lecture and Group Project Preparation: Good practices  (Session 13) Lecture and Group Project Preparation: Effective presentation  (Session 14) Final Presentation 1  (Session 15) Final Presentation 2</p> <p>* Fieldwork will be conducted on weekend.  * The schedule is subject to change.</p>
 Evaluation Method	<p>■ 出席と参加 30 %  ■ 課題提出 20 %  ■ グループ発表 30 %  ■ 最終レポート 20 %</p> <p>★ 本授業は、受講者の主体性を重視するため、原則3回以上の欠席は合格基準点以下とする(単位取得不可)。  ★ やむを得ず欠席する場合は、理由書等を必ず提出すること。なお、20分以上の遅刻は欠席とみなす。</p> <p>■ Attendance and participation: 30 %  ■ Assignments 20 %  ■ Group Presentation 30 %  ■ Final Report 20 %</p> <hr/> <p>--As this class is a project-based and your contribution to the project is necessary, credits will not be given to those being absent more than three times from the class.  --Late arrival for more than 20 minutes is regarded as an absence.</p>
 Textbook and References	
 URL	<p>東北大学グローバルリーダー育成プログラム (TGLプログラム)  Tohoku Global Leader Program (TGL program)  <a href="http://www.insc.tohoku.ac.jp/japanese/global/about/">http://www.insc.tohoku.ac.jp/japanese/global/about/</a>  東北イノベーション人材育成プログラム(DATEntre)  <a href="https://datentre.ihe.tohoku.ac.jp/">https://datentre.ihe.tohoku.ac.jp/</a></p>
 Preparation and Review	<p>進捗に応じて、グループ活動の一部を授業外で行う必要があります。</p> <p>You will be asked to work outside the class depending on your project progress.</p>
 In Addition	<p>※この授業は、TGL指定科目です。受講することでTGLポイントが2ポイント加算されます。  ※TGLプログラム(東北大学グローバルリーダー育成プログラム)について詳しく知りたい人は、上記ウェブページを確認してください。</p>
 Last Update	2018/09/14 10:55

Subject	Career Development
Instructor	YOSHINOBU NAKAMURA
Day/Period	Fall Semester Tue 3
Eligible Participants	全／All
Course Numbering	EEM-ECM660E
Credit(s)	2

Object and summary of class	<p>This course offers the opportunity to learn theories of basic career development. Also to acquire basic knowledge of Japanese society, typical Japanese companies as well as multinational companies, useful in developing know-how and skills to be later used in job-hunting activity. In addition, by introducing the concepts of career development and company lifestyle, through the curriculum and active classroom discussion this course will also give valuable insight toward selection of one's future career. Further, this course will offer practical guidance in matters of Japanese business etiquette, and essential tips for effective resume preparation, as well as an understanding of company meeting protocol and polishing one's presentation skills.</p>
Goal of study	<ol style="list-style-type: none"> <li>1. Students, to learn the basic theories of career development that can be applied to the future of social life.</li> <li>2. Opportunity for enrollee to consider work as existing both in the framework of business society as well as together with one's life overall.</li> <li>3. Goal is to gain the necessary knowledge and improve skill at interpersonal relations in order to become a fulfilled member of society and enhance one's value as a perspective employee.</li> <li>4. Master communication skills for information gathering regarding job-hunting activity about Japanese companies or other multinational companies.</li> <li>5. Write a short essay the title "My Future Career Plan starting at present up to the next five to ten years".</li> </ol>
Contents and progress schedule of the class	<p>The course will be interactive and experience-based, so positive and pro-active participation of the self-motivated enrollee is both encouraged and expected.</p> <p>The course will aim to give the enrollee the ability to shape and guide his/her career by building on one's own experience, led by an instructor with a wealth of long-term job experience in personnel matters at a major Japanese multinational corporation, who will work with enrollee to assist and give advice and tips throughout the duration of the course.</p> <p>Depending on content, course assignments may be either individual or team based, allowing enrollees the opportunity to develop independently as well as hone effective teamwork skills. This course also plans to invite special guest lecturers such as experienced industry executives and human resource managers to give valuable practical advice and insight to the enrollee</p> <p>Course Schedule</p> <p>1) October 2nd Introduction Lecturer's self-introduction and explanation of the coursework objectives and way of proceeding. Enrollees will also be asked to introduce themselves, so that all may be aware of each other's background and experience. In this first segment, the course will examine how to effectively gather information about a prospective company and how to evaluate company summaries. Distribution &amp; Assignment : Copy of Syllabus and Send Self-introduction to lecturer by e-mail. To <a href="mailto:yo.nakamura@relo.jp">yo.nakamura@relo.jp</a> and <a href="mailto:yoshinakamura100@bea.hi-ho.ne.jp">yoshinakamura100@bea.hi-ho.ne.jp</a></p> <p>2) October 9th Overview of Career Development Theories The basic theory of career development Career Development Theories of the past 95 years Distribution : The Career Interest Questionnaire</p> <p>3) October 16th Career planning Know yourself first – where do I want to go and what have I done so far to get there? Distribution : The Career Interest Questionnaire Result Sheet My Life &amp; Career Planning Work Sheet "Lean In" Ch.2&amp;4 : Sheryl Sandberg 1 page after reading report</p> <p>4) October 23rd Japanese corporations: The Basic Principle of Japanese Management. Features and characteristics of a typical Japanese management system Distribution &amp; Reading assignment : Copy of Japanese Human Resource Management Ch. 1&amp;15 : Hideo Ishida</p> <p>5) October 30th Japanese Human Resource Management practices Japanese Human Resource Management : Hideo Ishida Distribution &amp; Reading assignment : 1 page after reading report : 21st-Century Japanese Management Ch.4&amp;9 : J. C. Abegglen : Social &amp; Cultural Background of Japanese Management</p> <p>6) November 6th A look at Japanese companies at present A look at why Japanese companies hiring non-Japanese employees, and what these companies hope to gain from hiring exchange students to Japan</p> <p>7) November 13th The Japanese employment practices in Japan Regular annual hiring and in-house human resource development Distribution : Career Option Work Sheet</p> <p>8) November 20st Learning more about Japanese companies In what type of companies are you most interested? In what kind of work?</p>




	<p>How to find out for what type of company and jobs you may be best suited</p> <p>9) November 27th Japanese business etiquette Keys to success in working effectively in a Japanese company with local employees Distribution &amp; Assignments: Quiz Seating order :Preparing for the Job Search Please make Your Job Hunting Resumes to your interest company with letter. Send by e-Mail by weekend and bring a print copy to the next class</p> <p>10) December 4th Job Resumes How to draft a polished and effective job-hunting resume. Distribution &amp; Assignments: Sample Resumes and Cover Letter : Interview Work Sheet &amp; make answer ideas to next class</p> <p>11) December 11th Job Interviews Types of questions you may be asked, and examples of effective responses. Course will involve enrollees in simulated job-interviews to hone essential interview skills. Distribution : THE SHIFT The Future of Work Author: Lynda Gratton : Interviews</p> <p>12) December 18th Strategic Workshop Round-table free discussion with a senior executive for a major Japanese multinational company Guest speaker will be announced later.</p> <p>13) December 25th Final Presentation 1st group "My Future Career Plan" five to ten years from now. Use PPT.</p> <p>14) January 8th Final Presentation (continued) 2nd group "My Future Career Plan" five to ten years from now.</p> <p>15) January 15th Final Presentation (continued) 3rd group "My Future Career Plan" five to ten years from now. Wrap up Class. Distribution: "Willing to Learn" by K.Matsushita. THE 100 Year Life :Living and Working in an Age of Longevity portion Author: Lynda Gratton &amp; Andrew Scott</p>																																										
 Language Used in Course	English																																										
 Evaluation method	<p>There will be no written tests.</p> <p>Class Attendance 10%</p> <p>Participation in class discussion, etc. 20%</p> <p>Assignments and homework 20%</p> <p>Final presentation 20%</p> <p>A short article of the title "My Future Career Plan" (5-10 pages in length). To be submitted first of January. 30%</p>																																										
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 Preparation and Review	<p>Students should</p> <p>·Be prepared for each class</p> <p>·Complete all assignments submitte in time</p>																																										
 Attached File																																											
 In addition	<p>Details regarding the schedule may subject to change.</p> <p>Students should</p> <p>·Participate effectively and with energy in class exercises</p>																																										
 Last Update	2018/02/21 16:53																																										

## シラバス参照 Understanding Japan through Japanese Traditional Culture (Tue 4)

Subject	Japanese Society and Culture B
Day/Period/Place	Fall Semester Tue 4 川北キャンパスC201
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	坂本 友香 所属: 高度教養教育・学生支援機構
Term	2セメスター
Course Numbering	ZDG-GLB804E
Language Used in Course	English

Class Subject	Understanding Japan through Japanese Traditional Culture
Object and Summary of Class	This course aims to explore aspects of Japanese traditional culture to enhance the students' understanding of the origin of modern Japanese society and the perspectives of the Japanese people. This course is conducted in English and targets both international and Japanese students. For international students, it will provide opportunities to develop their understanding of Japanese culture and to experience it. For Japanese students, it will provide opportunities to re-discover Japanese culture.
Goal of Study	<ol style="list-style-type: none"> <li>1. Students will gain fundamental knowledge of Japanese traditional culture.</li> <li>2. Students will demonstrate an understanding of Japanese traditional culture</li> <li>3. Students will effectively engage in interpersonal communication, and exchange opinions and information.</li> </ol>
Contents and Progress Schedule of the Class	<p>This course consists of three parts: (1) lectures, (2) experience in and demonstrations of traditional Japanese culture, and (3) reflection. Professionals from each area are invited to offer lectures on traditional culture. This course also provides students with opportunities to experience Japanese culture inside and outside the classroom.</p> <p><b>**Class schedule updated: September 10, 2018**</b></p> <ol style="list-style-type: none"> <li>1) Introduction 10/2</li> <li>2) Nihongami&amp; Keppatsushi (日本髪・結髪師) / Traditional Japanese hairstyle Nihongami hairdresser 10/9</li> <li>3) [Workshop] Wadaiko (和太鼓) / Traditional Japanese drum Sunday, October 14, 2018 (Morning session)</li> <li>4) Kimono (着物) / Traditional clothing 10/23</li> <li>5) Preparation for group presentation 10/30</li> <li>6) Preparation for group presentation 11/6</li> <li>7) [Workshop] Chado (茶道) / Tea ceremony Saturday, November 17, 2018 (Afternoon session)</li> <li>8) Nihonbuyo (日本舞踊) / Japanese Classic Dancing 11/20</li> <li>9) Shodo (書道) / Calligraphy 11/27</li> <li>10) Presentation 12/4</li> <li>11) [Fieldtrip] Noh (能楽) / Japanese theatrical arts 12/9 Sunday, December 9, 2018 (Afternoon session)</li> <li>12) Presentation 12/11</li> <li>13) Presentation / Class wrap-up 12/18</li> </ol> <p><b>【IMPORTANT】</b>  MANDATORY attendance at the first class meeting (October 2nd).  This course CANNOT accept students who join from the second week.  Field trips will be scheduled on weekends  ※ Topics are subject to change depending on conditions. The latest syllabus and schedule will be updated in late August. Please check the online syllabus BEFORE you enroll in this course.</p>
Evaluation Method	<p>Students will be assessed and graded based on the following:</p> <p>Attendance and active participation 30%  Group presentation 20%  Homework 20%  Final report 30%</p> <p>Two (2) late arrivals (more than 20 minutes late) or early leaves equal one (1) absence.</p>
Textbook and References	
URL	



 Preparation and Review	Group work
 In Addition	<p>References (handouts) are provided, when needed. You must attend the first class session.</p> <p>The maximum number of participants for this course is 25. 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. The contact information for the lecturer will be given in class.</p>
 Last Update	2018/09/10 09:18



Subject	Studies of Japanese Culture
Subject	Studies of Japanese Culture
Timetable	Spring Semester Tue 4
Credit(s)	2
Instructor	CRAIG CHRISTOPHER ROBIN JAMIE
Semester	5
Course Number	LHM-OHU302J
Language Used	Japanese

Course Title	日本史基礎文献購読
Course Title	Reading and Translation Fundamentals for Japanese History
Course Objectives and Course Synopsis	購読と英訳を通じて、日本語の歴史文献を読書・翻訳の基礎技術を学ぶ。
Course Objectives and Course Synopsis	Using student reading and translation presentations, this class aims at providing basic skills and practice in reading and translating Japanese academic history writing.
Learning Goals	将来の日本語の文献に関する事業のために基礎の読書と翻訳の能力を身に着ける。
Learning Goals	The purpose of this class is to provide a basis in reading and translation for future work involving academic, particularly historical, works in Japanese.
Class Schedule and Activities	1. Introduction to source material 2. Reading and translation presentation 3. Reading and translation presentation 4. Reading and translation presentation 5. Reading and translation presentation 6. Reading and translation presentation 7. Reading and translation presentation 8. Reading and translation presentation 9. Reading and translation presentation 10. Reading and translation presentation 11. Reading and translation presentation 12. Reading and translation presentation 13. Reading and translation presentation 14. Reading and translation presentation 15. Reading and translation presentation
Class Schedule and Activities	1. Introduction to source material 2. Reading and translation presentation 3. Reading and translation presentation 4. Reading and translation presentation 5. Reading and translation presentation 6. Reading and translation presentation 7. Reading and translation presentation 8. Reading and translation presentation 9. Reading and translation presentation 10. Reading and translation presentation 11. Reading and translation presentation 12. Reading and translation presentation 13. Reading and translation presentation 14. Reading and translation presentation 15. Reading and translation presentation
Grading Plan	翻訳・出席[70%] 提出翻訳[30%]

🕒 Grading Plan	Translations and presentations [70%], Written translation assignment [30%]
📖 Textbooks and Recommended Readings	各時間に適宜資料を配布する。 Readings will be distributed for each class.
🕒 Assignments	各時間の前に適宜資料を読んで英訳する。 1回書いた英訳を提出する。 Students are expected to read and translate assigned sections for each class. All students will present their reading and translation in each class meeting. One polished translation is to be submitted for grading.
🗨️ Other Remarks	Class instruction will be largely in English, but the source material will be in Japanese, making proficiency in both languages necessary.
🕒 Last Update	

Subject	Microeconomics I
Instructor	<a href="#">QIN DAN</a>
Day/Period	Fall Semester Tue 4
Eligible Participants	全／All
Course Numbering	EEM-ECO560E
Credit(s)	2

Object and summary of class	This is a graduate-level game theory course for first-year master students and advanced undergraduate students. The purpose of this course is to lay down foundations for more advanced courses in economic theory. We will cover game theory, including its microeconomic applications.																										
Goal of study	<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. Static game with complete information</li> <li>2. Static game with incomplete information</li> <li>3. Dynamic game with complete information</li> <li>4. Dynamic game with incomplete information</li> </ol>																										
Contents and progress schedule of the class	<p>We will start with the classical theory of consumer choice and then move to the behavior of the firm. After that, we will study game theory, which will serve as theoretical tools in further studies.</p> <p>Course Schedule</p> <ol style="list-style-type: none"> <li>1) Introduction and review of economic agent</li> <li>2) Static game with complete information: Introduction</li> <li>3) Static game with complete information: Existence of Nash equilibrium</li> <li>4) Dynamic game with complete information: Introduction</li> <li>5) Repeated game</li> <li>6) Application of complete information game</li> <li>7) Problem set 1</li> <li>8) Static game with incomplete information</li> <li>9) Auction</li> <li>10) Problem set 2</li> <li>11) Dynamic game with incomplete information: Introduction</li> <li>12) Signaling game</li> <li>13) Signaling game</li> <li>14) Problem set 3</li> <li>15) Review</li> </ol>																										
Language Used in Course	English																										
Evaluation method	Students will be evaluated based on attendance and in-class participation (50%), and the final exam (50%).																										
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Preparation and Review	Problem sets will be given in class.																										
Attached File																											
In addition																											

	Prerequisite: intermediate (undergraduate) microeconomics Office hour: by appointment
 Last Update	2018/02/01 13:35

Subject	International Economics
Instructor	JUN NAGAYASU
Day/Period	Fall Semester Tue 5
Eligible Participants	全/AI
Course Numbering	EEM-ECO603E
Credit(s)	2

Object and summary of class	To understand better international economic issues, students will be presented with economic theories and methodological approaches often used in previous studies.																																															
Goal of study	After taking this class, students are expected to understand relevant articles recently published in academic journals and are able to initiate their own research. .																																															
Contents and progress schedule of the class	<p>This course will cover basic economic and statistical theories that are often used in academic research related to international economics and can be used when writing master's theses.</p> <ol style="list-style-type: none"> <li>1) Introduction to economic theories</li> <li>2) Purchasing power parity theorem</li> <li>3) Interest parity conditions</li> <li>4) Other topics</li> <li>5) Introduction to statistical theories</li> <li>6) Maximum likelihood</li> <li>7) Unit root/cointegration</li> <li>8) Vector autoregression model</li> <li>9) Other topics</li> </ol>																																															
Language Used in Course	English																																															
Evaluation method	Exam (70%), Homework+ class participation (30%)																																															
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Preparation and Review	Home work + reading the textbooks and suggested academic articles in order to understand better the lecture.																																															
Attached File																																																
In addition	Prerequisite: basic micro & macroeconomic theory, math, statistics, English proficiency Students wishing to write a thesis or conduct a project under my supervision need to take this class.																																															
Last Update	2018/02/08 14:27																																															

Subject	Global Company Research
Instructor	YOSHINOBU NAKAMURA
Day/Period	Fall Semester Tue 6
Eligible Participants	全／All
Course Numbering	EEM-ECM663E
Credit(s)	1

Object and summary of class	The purpose of this class is to understand global business strategies and human resource management of Japanese companies. In each class, a guest speaker is invited from a global Japanese company and give us a lecture on global business in English.
Goal of study	The goal of this class is to understand real global business strategies of Japanese companies and to give students a picture of working in Japanese companies and establishing their career in them.
Contents and progress schedule of the class	In each class, a guest speaker is invited from a global Japanese company and give us a lecture on global business in English. As guest speakers are invited from diverse industries (e.x. ICT, manufacturing, retailer, trading, finance and so on), students are able to know strategies of various industries. Guest speakers are announced later.
Language Used in Course	
Evaluation method	Attendance (50%) and Report at the end of term on the requested theme (50%) A person of attendance rate less than 70 percent does not evaluate.
Textbook and references	
URL	
Preparation and Review	It is desirable to know the company overview on the website prior to the class.
Attached File	
In addition	Lectures are runs in English, and report submitting in either English or Japanese. Attendance is confirmed in each class. Check the attendance by submitting a Minute paper in each class. A person of attendance rate less than 70 percent does not evaluate.
Last Update	2018/04/04 19:20






Subject	History and Human Society
Day/Period/Place	Fall Semester Wed 1 川北キャンパスA203
Categories	-Social Studies
Credit(s)	2
Object	国際学士コース(*)
Instructor (Position)	中川 学 所属:高度教養教育・学生支援機構
Term	2セメスター
Course Numbering	ZBS-HHS801E
Language Used in Course	English

Class Subject	History of Tohoku University
Object and Summary of Class	What sort of a university is Tohoku University? This course aims to help students understand the characteristics and uniqueness of Tohoku University from a historical perspective.
Goal of Study	The goal is for each of you to acquire the following knowledge and abilities through these lectures. (1) To be able to understand and explain Tohoku University's history by using some concrete example. (2) To be able to survey and describe the features of your university, department and laboratory from a historical point of view.
Contents and Progress Schedule of the Class	This course is centered on a lecture and a field trip. The contents and schedule are as shown below: (1) Introduction (2) Field trip (Sendai City Museum) (3) The Foundation of Tohoku Imperial University (4) Field trip (University Museum) (5) Open Door Policy (6) Development of University I (7) Development of University II (8) Student Life (9) Field trip (University Library) (10) International Students (11) World War II and Postwar Reforms (12) Field trip (University Archives) (13) University Campus (14) University Reforms (15) University Ideals
Evaluation Method	Half of your grade will be based on attendance and understanding of the course (Minute Paper*, 50%), while the other half will be based on a final paper (50%). *Students will be requested to complete the Minute Paper at the end of the class. A student absent more than 5 sessions will not be given any credit.
Textbook and References	
URL	
Preparation and Review	Students will be requested to write a paper after each field trip. Students will be requested to write a final paper at the end of the semester.
In Addition	You must attend the first class session. The maximum number of participants for this course is 40 due to the circumstances of field trip. If there are more applicants than quota, participants will be selected by lottery. Office hours are from 13:00 to 16:00 on Wednesday. Make an appointment in advance via e-mail or other means. E-mail: <a href="mailto:manabun@m.tohoku.ac.jp">manabun@m.tohoku.ac.jp</a> .
Last Update	2018/03/06 15:42









Subject	Sports B
Day/Period/Place	Fall Semester Wed 3 その他
Categories	-Health Sciences
Credit(s)	1
Object	全
Instructor (Position)	佐藤 道雄, 藤本 敏彦 所属: , 高度教養教育・学生支援機構
Term	4セメスター
Course Numbering	ZCP-HES102J
Language Used in Course	Japanese

Class Subject	留学生と学ぶ初心者空手 Karate for beginners
Object and Summary of Class	<p>現代社会は国際交流が飛躍的に進み、卒業後も早い時期に海外で活躍する卒業生も増えています。学生時代の留学によって他文化の中で生活することはいい経験になるでしょう。ただいきなり留学はハードルが高いと思われるかもしれませんが、そこで東北大学でいながら多国籍の学生と共に学ぶ環境をスポーツでも企画しました。この授業では世界各地から来た多くの留学生さんと共に武道を通して日本文化の一つ「空手」を学びます。90分間の多国籍空間と考えて下さい。目標は空手の上達だけではなく「日本の伝統文化」の一端を「武道」を通して経験し、その精神に触れることです。多くの留学生さんが武道初心者です。皆さんも安心してご参加下さい。指導は英語と日本語の両方で行います。他国籍の若者が日本文化をどう見ているのかなど、国際的に物事を見る経験にもなると思います。スポーツを通じた英会話、護身術にもなります。また運動不足やストレスの解消の方にもお勧めします。初心者と経験者の両方に対応できる一流の講師が楽しく指導します。</p> <p>Aim of this class: To experience "Japanese traditional culture" through practicing martial arts. A first-class lecturer will teach you. We welcome foreign students.</p>
Goal of Study	<ul style="list-style-type: none"> <li>・空手の精神に触れ、基礎的技術を経験する。</li> <li>・他国籍空間で学ぶ事。</li> <li>・護身術や健康維持の方法を学ぶ。</li> </ul> <p>Goal of this class: To feel the spirit of the martial arts and to experience basic Karate techniques.</p>
Contents and Progress Schedule of the Class	<p>実際に突きや蹴りを体に直接当てることはありません。しっかりと防具などを使いますので痛みなどはありません。また下記説明には専門用語が使われていますが、授業では分かり易く説明します。</p> <p>開講数 15回 第1回 受付・ガイダンス Lecture: What is Karate? 第2回 基本 その場の突きと蹴り Practice: Thrust and Kick 第3回 基本 上記に順突きと逆突きそれに蹴りを加える。 The preceding review. Practice: Reverse thrust, thrust and kick. 第4回 上記の基本と形(ピンアン2段の前節) Basic practice of reverse thrust, thrust and kick, and a pattern [Kata]. 第5回 第4回の復習と形(ピンアン2段の後節) The preceding review and a pattern [Kata]. 第6回 基本(上記+順突つ込みと蹴り)と形(ピンアン2段全般) The preceding review, and dash and kick. Basic practice of a pattern [Kata]. 第7回 基本(上記と逆突つ込みと蹴り)と形(ピンアン初段の前節、ピンアン2段の演武)と組手 The preceding review. A pattern practice with a partner [Kumite]. 第8回 基本と形(ピンアン初段の後節、ピンアン2段)と組手(突き) The preceding review. A pattern practice with a partner [Kumite]. 第9回 基本と形(ピンアン初段、ピンアン2段)と組手 The preceding review. A pattern practice with a partner [Kumite]. 第10回 基本(上記と飛び込み突き)と形(ピンアン初段、2段の演武、3段の前節)と組手(突きとさばき) The preceding review. A pattern practice with a partner [Kumite]. 第11回 基本と形(ピンアン初段、2段、3段の後節)と組手(突き、さばき、蹴り) The preceding review. A pattern practice with a partner [Kumite]. 第12回 基本(上記と流し突き)と形(ピンアン初段、2段、3段)と組手 The preceding review. A pattern practice with a partner [Kumite]. 第13回 基本と形(ピンアン初段、2段、3段の演武)と組手 The preceding review. A pattern practice with a partner [Kumite]. 第14回 基本と形(ピンアン初段、2段、3段)と組手 The preceding review. A pattern practice with a partner [Kumite]. 第15回 基本と形演武、アンケート Summary and Assessment.</p>
Evaluation Method	<ul style="list-style-type: none"> <li>・出席状況40%、授業態度30%、形演武30%</li> </ul> <p>Evaluation: Attendance40%, Attitude during class30%, Kata Enbu30%.</p>

 Textbook and References	
 URL	
 Preparation and Review	自身で習った空手の技を復習し実践する/Practice and review the Karate by oneself.
 In Addition	
 Last Update	2018/03/06 15:52

Subject	Global Career B
Day/Period/Place	Fall Semester Wed 3 川北キャンパスA306
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	竹内 上人 所属:
Term	2セメスター
Course Numbering	ZDG-GLB810E
Language Used in Course	English

Class Subject	【展開ゼミ】インターンシップ共通 Internship Preparation-国際共修ゼミ-
Object and Summary of Class	<p>(要旨) 日本企業でどのように外国人が働いたらいいかを人事部長をした経験から、わかりやすく実践的に解説します。日本人学生も歓迎します。日本企業の採用や人事のメカニズムを理解できます。</p> <p>日本で事業展開する企業(日系企業及び外資系企業)においてインターンシップを行う前に実践的な就労準備を行うプログラムになります。事業展開する企業環境を事前に調査した上で、企業と学生の双方にとって相乗効果を引き出すための総合的なカリキュラムになります。実際のインターンシッププログラムと連動させ、学生の実践的な就労スキルの習得だけでなく、企業における雇用体制の課題点の明確化、グローバル化やダイバーシティマネジメントの環境整備について理解を深めます。</p> <p>(POINT) This Program will teach for international students how to work in Japanese companies by the experience of Human Resources General Manager. Japanese students are also welcome. Students can understand the mechanism of hiring of Japanese companies.</p> <p>This is a practical internship preparation program designed for international students before starting internship at the selected companies that operate in Japan. In particular, this program will be designed with careful study and analysis on the working environment focused on the company in Japan.</p> <p>Working in concert with the actual internship program (Career education practice for international students), the goal of this program is not only to master international students' practical working skills but also to create a mutual understanding between the students and companies.</p>
Goal of Study	<p>プログラムの目標</p> <p>留学生が日本の企業や組織を深く知り、日本におけるキャリアの選択を促す契機となり、日本企業で就労することを支援します。</p> <p>This program encourages international students to be familiar with Japanese companies and organizations and to decide to work in Japan. This mechanism makes it possible for many international students to work in Japanese companies and organization.</p>
Contents and Progress Schedule of the Class	<p>- Learning through program - プログラムで習得できること</p> <ol style="list-style-type: none"> <li>1. 日本企業や組織における組織マネジメントや意思決定の全体像と対応力を習得できます</li> <li>2. 長期的な視点でのキャリア設計を描きあげることができます</li> <li>3. 様々な局面に適切に対応できるリーダーシップ力を身に付けることができます</li> <li>4. より良い人間関係を構築する能力に着けることができます</li> <li>5. ビジネスにおける問題解決の基本的な手法を身に付けることができます</li> </ol> <p>1) To understand organizational management and decision-making processes in Japanese companies and organizations, as well as acquire appropriate response skills.</p> <p>2) To design and to clarify your life-long career plan according to your career objectives using the concept of "Business I" with the career elements of future career vision, own life-long career plan balanced with individual financial aspects, core competences, required skills and knowledge for your career objectives.)</p> <p>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.</p> <p>4) To learn the ability to build better relationship on organization.</p> <p>5) To learn several business management tools for decision analysis, situation analysis, SWOT analysis, making group consensus etc.</p> <p>Content and Course Schedule - 主要な内容とスケジュール - 講座内容とスケジュール Schedule of the Class 授業回数: 15講座</p> <p>プログラム1:(講座:1-3) 「日本企業の人事・組織風土の理解」 ・日本的な雇用慣行の理解</p> <p>プログラム2:(講座:4-6) 「日本企業の評価の仕組みの理解」 ・採用・昇進昇格・組織管理の仕組み</p> <p>プログラム3:(講座:7-12) 「自己のキャリアデザインの策定と面接・就労スキル」</p>

	<p>・日本の標準的な選考面接の模擬訓練</p> <p>プログラム4: (講座: 13-15) 「どのように組織に自分を売り込むか」 ・信頼され、期待される人材になるために必要条件の理解と習得</p> <p>Program 1: (Lesson: 1-4) “Understanding of Human Resources and Organizational Culture of Japanese Companies” - Understanding Japanese employment practices</p> <p>Program 2: (Course: 5-7) “Understanding of Evaluation Mechanism of Japanese Companies” - Hiring · Promotion · Mechanism of organization management</p> <p>Program 3: (Course: 8-11) “Creating career design and interview / work skills” - Simulated training for standard job interview</p> <p>Program 4: (Course: 12-15) “How to sell yourself to an organization” - Understanding and acquiring necessary conditions to be trusted and expected person.</p>
 Evaluation Method	<p>1. クラス討議への積極的な参加と貢献: 25% 2. 授業内容の理解度: 25% 3. 模擬面接の完成度: 25% 4. 出席率: 25%</p> <p>1. Active participation and contribution to class discussion: 25% 2. Comprehension level of lesson content: 25% 3. Quality level of simulated interview: 25% 4. Attendance rate: 25%</p> <p>評価ランク Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)</p>
 Textbook and References	
 URL	
 Preparation and Review	<p>プレゼンテーション資料の作成等 Preparing presentation materials</p>
 In Addition	<p>すべての参考文献は授業の中で説明する予定です All textbook and references delivered on each lesson</p>
 Last Update	2018/08/21 17:58

Subject	Special Lecture Financial Engineering
Instructor	<a href="#">YASUMASA MATSUDA</a>
Day/Period	Fall Semester Wed 3
Eligible Participants	全／All
Course Numbering	EEM-ECM675E
Credit(s)	2

Object and summary of class	<p>Financial Engineering treats financial risks. It has developed many financial-risk hedging tools such as forwards/futures, swaps, options and many other new financial instruments. They are all called derivatives in general. They came up after a certain development of portfolio analysis. In this course, we will look at their concepts/roles and financial risks with risk managements, especially the hedging roles of derivatives.</p> <p>The derivative pricing theory will be briefly explained without a heavy mathematics. The statistical models for risk measurements will be briefly explained with resulting statistics. Also, Several financial crisis will be looked at from a view point of derivative usages.</p>
Goal of study	<p>Aim of this course is that students acquire introductory views of financial instruments and of risk management frameworks. Students will acquire the basic knowledge of financial risk and the role of common derivatives. These are practiced in our modern financial markets, hence the students will understand the important financial aspects of our current economy.</p>
Contents and progress schedule of the class	<p>Items in each class are listed in the following.</p> <p>Class 1. October 3. (Market Risk) Financial RISK (market risk), and Approach for measuring the Risk. (Stochastic) behavior of stock, bond, currency, and commodity. Risk measure for market risk: Value at Risk and Short fall. Hedge tool = Derivatives</p> <p>Class 2. October 10. (Credit Risk) Financial RISK (Credit Risk), and Approach for measuring Credit Risk. Merton model, Credit rating, Interest rate corresponding to credit level Hedge tool = Derivatives = CDS, Securitization</p> <p>Class 3. October 17. (Credit Risk (continued) and Operational Risk) Financial RISK (operational risk), and Approach for measuring the Risk.</p> <p>Class 4. October 24. (Stock Portfolio) Portfolio of stocks. Portfolio optimization theory briefly (mean variance approach) Its relation to stock index. Stock index future. Options to stock Index. Construction/design or aim of a portfolio (or, selection of stocks). Hedge by Options, and Futures Linear regression Hedge tool = Derivatives (Stock index options, Stock index Futures)</p> <p>Class 5. October 31. (Stock Portfolio (Continued)) Use of Derivatives to hedge the risk</p> <p>Class 6. November 7. (Black-Scholes Option Pricing Formula) Option pricing theory: a brief look. Information contained in option prices Nature of option price and pricing formula as a function of the parameter and underlying asset prices. Pricing formula and replication of option.</p> <p>Class 7. November 14. (Bond price) Bond. Behavior of bond price. Duration of bond portfolio. Convexity of bond price with respect to changes of Interest rates. Credit Ranks, probability of Default and corresponding coupon rates Hedge tool = Interest rate Derivatives.</p> <p>Class 8. November 21. (Bond (continued)) Management of bond portfolio (under the aim of the portfolio, ALM). Interest rate Swap. Floating rates and Fixed rate. Cap and Floor.</p> <p>Class 9. November 28. (Currency exchange rates) Behavior of the currency exchange rate. Currency future, currency swap, currency option. Exotic derivatives on Currency exchange rate.</p> <p>Class 10. December 5. (Commodity Futures) Variety of commodity traded in Commodity futures Market. Agricultural commodity, Energy commodity(oil, electricity), Metals (copper, rare metal Drivers of commodity price move..</p> <p>Class 11. December 12. (Markets and Financial Crisis/Events) Black Monday 1987. Events followed by FRB interest rate lifted-up 1994 Investors' attitudes. New instruments</p> <p>Class 12. December 19. (Markets and Financial Crisis (continued)) Success and failure of LTCM 1994-1998 Positions successful and failure Repo markets</p> <p>Class 13. January 9. (Markets/ Regulation and Financial Crisis (Continued))</p>

	<p>Subprime crisis 2004–2007 and 2008 Lehmann Shock  Securitization of Loans and Bonds. Re-securitization of securitized securities.  Regulatory arbitrage. Repo markets  Systemic Risk</p> <p>Class 14. January 16. (Lehmann shock and New regulation after the crisis)  Systemic Risk. CoCo bonds  Severer regulation: leverage, regulatory capital (%)</p> <p>Final Examination January 23.</p>
Language Used in Course	English
Evaluation method	<p>The course work of Students will be evaluated based on class participation (10%), homework (40%) and final examination (50%).  Grades of the course will be assigned as follows:  AA ...Excellent (90–100%)  A ...Good (80–89%)  B ...Fair (70–79%)  C ...Passing (60–69%)  D ...Fail (0–59%)</p>
Textbook and references	
URL	
Preparation and Review	<p>Basic Financial Instruments: Bonds and Stock. Financial Markets.  Basic Mathematics: undergraduate level of Linear Algebra and Calculus</p>
Attached File	
In addition	<p>E-mail address will be announced at the first class meeting.  Office hours will be held at room 614 of Economics Building before the class for one hour</p> <p>Quite detailed outline (Hand-out) of my class materials will be delivered at each class.  The class materials will be taken from the following four books:  : (1)[Theory of Financial Decision Making] by Jonathan E. Ingersoll Jr (Rowman &amp; Littlefield publisher. 1987) for mean-variance analysis. Chapter 4 only.  : (2). [Options, Futures and Other Derivatives] by John C. Hull (Pearson Prentice Hall, Pearson International Edition. sixth edition 2006. There came out 9th. Edition this year that includes more recent topics such as financial crisis) for derivatives.  : (3). [The Essentials of Risk Managements. 2nd edition] by Michel Crouhy, Dan Galai and Robert Mark (McGraw Hill Education 2014) for risk management. And  : (4). [Managing Financial Risk] by Charles W. Smithson. This is a good guidebook for practitioners.</p>
Last Update	2018/02/26 14:33

Subject	Global Career B
Day/Period/Place	Fall Semester Wed 4 川北キャンパスA306
Categories	General Education Subjects - Expansion Subjects-
Credit(s)	2
Object	全
Instructor (Position)	竹内 上人 所属:
Term	2セメスター
Course Numbering	ZDG-GLB810B
Language Used in Course	Two languages or more

Class Subject	<p>【展開ゼミ】グローバルビジネスリーダーシップ Global Business Leadership EQをベースにしたリーダーシップ力 Business Communication and Leadership with EQ (Emotional Intelligence)- 国際共修ゼミ-</p>
Object and Summary of Class	<p>Course Objectives- コースの目的</p> <p>日本人の学生にとっても理解がしやすい講座になります。</p> <p>実践で活用できるリーダーシップ力をEQ(こころの知能指数)の能力を開発しながら高めていきます。また、キャリア設計の方法と、将来の魅力的なキャリア目標を考え、創造していきます。その答えはこれからの職業選択の指針になる軸となるはず。早い段階で、それぞれの生徒の職業上の目標とその達成計画を描いていくとともに、優れたリーダーシップについて実践的に学んでいきます。</p> <p>英語をベースに講義は行いますが、講義が中心ではなく、さまざまなアクティブラーニングをベースに構成していますので、楽しんで学び取る講義構成になっています。就職活動を行う上での基礎力を身に着けることもできる構成になっています</p> <p>□</p> <p>Students in this course will learn to acquire the adaptability to the Japanese corporate community by understanding common social practice in Japan. The study style of this course not be the general academic lecture based style, but it will be the style of active learning and project-based learning focused on Japanese social customs, manners, and etiquettes required for prospective business leaders or global facilitators in the corporate society, both domestic and foreign.</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>
Goal of Study	<p>-The goal of program- プログラムの目標</p> <p>優れたEQの使い手になることを目標にします。感情のマネジメントを巧みにおこなうことによって、優れた人間関係能力を身に着けることができます、また自分自身の感情を適切にコントロールすることによって、優れたリーダーシップを発揮することができるようになります。</p> <p>The purpose of this course is to obtain skills of EQ (Emotional Intelligence Quotients). Students will learn about EQ and 8 EQ competencies to use them effectively for organizational management and leadership.</p> <p>All students will plan to improve their EQ competencies and leadership by themselves, and to understand and train the talents and behaviors required by Japanese companies and organizations.</p>
Contents and Progress Schedule of the Class	<p>Goal of Study</p> <p>この講座は、自分自身の感情の理解とよりよい感情の使い手となるための講座になります。</p> <p>This course is to provide an opportunity in advance to obtain talents of global human resources, which is determined by the Japanese companies.</p> <p>This class is in English through cooperate learning with other students. Attendance is mandatory since the class is mainly in workshop style and group activities.</p> <p>Content and Course Schedule Lecture Plan Lecture 1-3: How to use and understand eight emotions competency and leadership Lecture 4-11: How to use for eight emotion competencies Lecture 12-16: To design the program EQ development</p> <p>Lecture Plan in detail (講座の構成)</p> <p>EQの能力を分解し、一つ一つを体験学習的に学びます。またEQとリーダーシップの関係について理解を深め、良いリーダーシップを発揮するためのスキルを身につけます</p> <ol style="list-style-type: none"> <li>1. Concept EQ Competency model</li> <li>2. Leadership and EQ 1</li> <li>3. Leadership and EQ 2</li> <li>4. Learn 8 EQ competencies: Enhance Emotional literacy</li> <li>5. Learn 8 EQ competencies: Recognize Patterns</li> <li>6. Learn 8 EQ competencies: Apply Consequential Thinking</li> </ol>

	7. Learn 8 EQ competencies: Navigate Emotion 8. Learn 8 EQ competencies: Engage intrinsic Motivation 9. Learn 8 EQ competencies: Exercise Optimism 10. Learn 8 EQ competencies: Increase Empathy 11. Learn 8 EQ competencies: Pursue noble goals 12. Wrap up and review your EQ 13. To develop program for your EQ improvement 14. To develop program for your EQ improvement 15. Presentation development program your EQ 16. Presentation development program your EQ
 Evaluation Method	1. クラス討議への積極的な参加と貢献: 25% 2. 授業内容の理解度: 25% 3. 模擬面接の完成度: 25% 4. 出席率: 25%  1. Active participation and contribution to class discussion: 25% 2. Comprehension level of lesson content: 25% 3. Quality level of simulated interview: 25% 4. Attendance rate: 25%  評価ランク Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Passing (60-69%) D..... Fail (0-59%)
 Textbook and References	
 URL	
 Preparation and Review	プレゼンテーション資料の作成等 Preparing presentation materials
 In Addition	すべての参考文献は授業の中で説明する予定です All textbook and references delivered on each lesson
 Last Update	2018/03/06 15:48



Subject	Global Studies
Day/Period/Place	Fall Semester Wed 5 川北キャンパスA104
Categories	General Education Subjects - Expansion Subjects-
Credit(s)	2
Object	全
Instructor (Position)	小島 奈々恵 所属:高度教養教育・学生支援機構
Term	2セメスター
Course Numbering	ZDG-GLB802E
Language Used in Course	English






Class Subject	【展開ゼミ】自己理解を深める:異文化交流を通して Deepening one's understanding of oneself and others: Through cross-cultural interactions-国際共修ゼミ-
Object and Summary of Class	グループ活動(e.g. コミュニケーション)を通して、自己理解を深めます。人との付き合い方やストレス対処法についても学びます。 Students will deepen their understanding of oneself and others through group activities (e.g. communication). Students will also learn ways to interact with people and to cope with stress.
Goal of Study	1. 自己理解を深める。 2. 他者理解を深める。 3. 文化の異なる他者との付き合い方やコミュニケーション方法を身につける。 1. Students will deepen their understanding of oneself. 2. Students will deepen their understanding of others. 3. Students will develop skills to interact and to communicate with others from different cultural backgrounds.
Contents and Progress Schedule of the Class	第1回:オリエンテーションと自己紹介 Class orientation & introducing oneself 第2-3回:他者紹介—大学生活について— Introducing others: About university life 第4-5回:ストレス対処 Coping with stress 第6-7回:他者理解 (1) Understanding others (1) 第8-9回:他者理解 (2) Understanding others (2) 第10-11回:対人関係 (1) Interpersonal relationships (1) 第12-13回:対人関係 (2) Interpersonal relationships (2) 第14-15回:最終発表 Final presentation **状況によって内容及び進度を変更する場合もある** **Contents and schedule are subject to change depending on circumstances**
Evaluation Method	積極的参加とプレゼンテーション(70%)、最終発表(30%) Positive participation and presentations (70%), Final presentation (30%)
Textbook and References	
URL	
Preparation and Review	グループディスカッション等、グループ活動に向けての事前準備。最終発表準備。 Preparation for group activities such as group discussions. Preparation for the final presentation.
In Addition	グループ活動を中心とした授業です。積極的な参加が期待されます。なお、同様の授業を、前期は日本語で実施いたします。 This is a group activity based class. Positive participation is expected. A similar class will be conducted in Japanese for the spring semester (semester 1).
Last Update	2018/03/06 15:43

Subject	World of Fine Arts
Day/Period/Place	Fall Semester Thu 2 川北キャンパスC202
Categories	-Human Studies
Credit(s)	2
Object	国際学士コース(*)
Instructor (Position)	芳賀 満 所属:高度教養教育・学生支援機構
Term	2セメスター
Course Numbering	ZBH-WFA801E
Language Used in Course	English

Class Subject	Japanese Art History																			
Object and Summary of Class	Art shows (and encompasses) the way we comprehend and understand this Universe. Therefore Art should be regarded as a visual philosophy; not as a mere illustration of history based on written documents. Thereupon, the importance of learning its history, in this case, Japanese Art History, can never be exaggerated.																			
Goal of Study	The objective of this course is to provide an outline and basic knowledge about Japanese Art History ranging from the beginnings of human habitation in the Japanese archipelago to the present, including the art of the Jomon, Yayoi, Kofun, Asuka and Nara, Heian, Kamakura, Muromachi, Azuchi-Momoyama, Edo, Meiji, Taisho, Showa and Heisei Periods.																			
Contents and Progress Schedule of the Class	1. Course Orientation. What is Art ? 2. Art of Jomon Period 3. Art of Yayoi and Kofun Periods 4. Asuka Hakuou Art ~ the Reception of Buddhism 5. Art of Nara Period 6. Art of Heian Period 1 7. Art of Heian Period 2 8. Art of Kamakura Period 9. Art of Nanbokucho/Muromachi Period 10. Art of Momoyama Period 11. Art of Edo Period 1 12. Art of Edo Period 2 13. Art of Meiji Period 14. Art of Taisho, Showa and Heisei Periods (1) 15. Art of Taisho, Showa and Heisei Periods (2)																			
Evaluation Method	Evaluation will be based on final report (70%), performance in the class room (30%).																			
Textbook and References	<table border="1"> <thead> <tr> <th>No</th><th>Title</th><th>Author</th><th>Publisher</th><th>Year</th><th>ISBN/ISSN</th><th>Classification</th></tr> </thead> <tbody> <tr> <td>1.</td><td>『A History of Japanese Art』</td><td>Noritake TSUDA</td><td>Tuttle Publishing</td><td>2009</td><td><a href="https://www.tuttlepublishing.com/9784805310311">9784805310311</a></td><td></td></tr> </tbody> </table>	No	Title	Author	Publisher	Year	ISBN/ISSN	Classification	1.	『A History of Japanese Art』	Noritake TSUDA	Tuttle Publishing	2009	<a href="https://www.tuttlepublishing.com/9784805310311">9784805310311</a>						
No	Title	Author	Publisher	Year	ISBN/ISSN	Classification														
1.	『A History of Japanese Art』	Noritake TSUDA	Tuttle Publishing	2009	<a href="https://www.tuttlepublishing.com/9784805310311">9784805310311</a>															
URL																				
Preparation and Review	The session time is limited and therefore self-directed learning is important. Students are required to prepare and review for each class.																			
In Addition																				
Last Update	2018/03/06 15:44																			







Subject	Food Economics
Credit(s)	2
Semester	
Day/Period	Fall Semester Thu 2 未設定
Year	
Instructor	KEIICHI ISHII
Eligible Participants	
Departments (Obligatory/Elective)	
Language Used in Course	
Course Numbering	-

Class subject	Food and agricultural issues and policies in Japan and in the world
Object and summary of class	This course will examine problems in terms of agricultural and food production and a variety of policy design from economic perspectives. After the presentation on agriculture and food production in Japan and the discussion on related policy issues, we will share the current situation and problem of agriculture, food production and consumption in the countries of participants. Class will take lecture and seminar form. Students will come to understand current situation and problems on agriculture and food sector in different countries through comparative approach.
Keywords	
Goal of study	Students will come to understand current situation and problems on agriculture and food sector in different countries through comparative approach.
Contents and progress schedule of the class	<ol style="list-style-type: none"> <li>1) Introduction -Comparative approach for agricultural and food economy-</li> <li>2) Policy design for agricultural production and food security</li> <li>3) Structural change of food production and trends in food consumption</li> <li>4) Agricultural modernization and structural changes</li> <li>5) Agricultural policies in Japan after the World War 2</li> <li>6) Agricultural production and poverty reduction</li> <li>7) International trade in food and agricultural products</li> <li>8) Policy issues on food safety and quality</li> <li>9) Agriculture and the environment</li> <li>10) Food and agricultural issues and policies in the World - Presentations from participants in the class 1 -</li> <li>11) Food and agricultural issues and policies in the World - Presentations from participants in the class 2 -</li> <li>12) Food and agricultural issues and policies in the World - Presentations from participants in the class 3 -</li> <li>13) Food and agricultural issues and policies in the World - Presentations from participants in the class 4 -</li> <li>14) Food and agricultural issues and policies in the World - Presentations from participants in the class 5 -</li> <li>15) Discussion and understanding from comparative approach</li> </ol>
Record and evaluation method	Assessment will be based on; class attendance, presentations, in-class participation, and a term paper.

 Preparation	Students are required to prepare for class according to the purpose and contents of each class.
 Textbook and references	Annual Reports on Food, Agriculture and Rural Areas in Japan published by Ministry of Agriculture, Forestry and Fisheries ( <a href="http://www.maff.go.jp/e/index.html">http://www.maff.go.jp/e/index.html</a> ) Documents published by OECD and FAO.
 self study	According to the slides and documents used in class which posted in ISTU after the class, students are required to review key concepts.
 Notes	This course is conducted in English during discussions and presentations. Office hours: Questions and comments will be welcome during the class, or in the laboratory at any time.
 Last Update	2018/01/30 17:30







Subject	Problem/Project-Based Learning Seminar B
Day/Period/Place	Fall Semester Thu 3 川北キャンパスA406
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	高橋 美能 所属: 高度教養教育・学生支援機構
Term	2セメスター
Course Numbering	ZDG-GLB808E
Language Used in Course	English

Class Subject	【展開ゼミ】人権教育の促進/Promoting Human Rights Education-国際共修ゼミ-
Object and Summary of Class	<p>本コースの目的は、留学生と日本人学生が「人権」をテーマに、共に学ぶことを通じて、人権を身近なものとして捉え、人権が保障された社会を築くため、日常生活でできることから行動に移す力を育成することにある。そこでは、参加者が個別具体的な人権問題を他者に伝え、他者の経験の聞きながら、自己の「価値観」を振り返り、互いに学び合う。そのため、まずはクラス内に自己と他者の共生関係を築いていけるよう、民主的な学習環境づくりを目指す。</p> <p>授業の前半はテキストを用いながら知識習得に努め、後半は前半で学んだ知識を基に、グループで身近な人権問題について議論し、問題解決に向けて、私たちは何ができるのかについて考えて、アクション・プランを立てる。本コースの言語は、基本的に英語とするが、日本語の使用も認め、グループのメンバーが協力しながら、互いに言語の壁を乗り越えていけるよう工夫する。</p> <p>The aim of this course is to apply the knowledge about human rights to analyze various topics, to argue and to write about human rights issues from personal perspectives, and to develop a plan to take action for human rights in reality.</p> <p>We will try to create a classroom environment, where students study with each other and each of our views is heard and taken into consideration. Your active participation in the classroom is expected.</p>
Goal of Study	<p>1. 言語・文化の異なる学生が共に普遍的な概念である「人権」について自らの経験を他者に伝えながら議論する中で、人権が保障される社会づくりを目指して私たちは何をすべきかについて考える力を身に付ける。</p> <p>2. グループのメンバーと意見交換しながら他者と協力して1つのプレゼンテーションを作り上げる力を身に付ける。</p> <p>3. 多様なバックグラウンドの他者と共に、多角的視点で人権について議論する力を身に付けるとともに、自らの価値観や考え方の問い直しを図る。</p> <p>After the course, you will gain,</p> <ol style="list-style-type: none"> <li>1. deep understanding of human rights and Universal Declaration of Human Rights</li> <li>2. skills to express your views and listen to others' views</li> <li>3. skills to think creatively and critically</li> <li>4. skills and perspectives to actively participate in classroom and society</li> <li>5. understanding of others and ways to cooperate with others</li> <li>6. ability to take action to practice human rights in reality</li> </ol>
Contents and Progress Schedule of the Class	<p>本コースは、留学生と日本人学生が対等な立場で興味と関心を持って積極的に参加することを期待する。授業の前半は講義と議論を中心に進め、後半はグループでのプレゼンテーションに充てる。</p> <p>In this globalized world, there is an increasing need to understand diversity from various perspectives and respect people. How can we achieve this? One of the answers could be in Human Rights, which provide us with the norm of conduct for all human beings equally.</p> <p>Education has an important role in making this possible, because it gives us basic knowledge about Human Rights and opportunities for us to analyze the individual cases deeply and express our views in the classroom. We are going to learn the Universal Declaration of Human Rights as basic knowledge. Then, we will expand our discussion regarding the human rights issues from personal perspectives, and think about practical solutions based on the Human Rights documents.</p> <ol style="list-style-type: none"> <li>1) Introduction: What do we mean by "human rights", i.e., who is "human" and what are their "rights"?</li> <li>2) Discuss: How can we achieve "Justice and Peace"? Some people may think that justice and peace are just an ideal, and it is not possible to achieve. Is it really true? Let's discuss and find out!</li> <li>3) Discuss: Is Human rights Education just an ideal? If we think human rights and human rights education are just abstract concepts, human rights cannot be achieved. What should we do to put this in practice?</li> <li>4) Discuss: What are the most important of the UDHR's principles? You can think about which right is the most important for you. You will find some similarities and differences between you and your classmates.</li> <li>5) Discuss: Is human rights effective? If we did not have the concept of human rights, what would society be like?</li> <li>6) Discuss: Should there be special rights for women? Why do we need to think about women's rights? In order to answer this, we need to know the history and the development of women's status and the rights.</li> <li>8) Discuss: Is it cultural imperialism to educate for an understanding of human rights? If not, how should we do so? How do you define values, cultures, and human rights? Are there any relationships?</li> </ol>

	<p>9) Discuss: Should there be special rights for children? Do you think we should protect children more? Why? We will refer to the UN Convention on the Rights of the Child, and discuss the rights especially for children.</p> <p>11) Discuss: What is democratic education? It is important to create a democratic atmosphere in classrooms to practice human rights. We discuss the definition of democratic education and the relationships with human rights.</p> <p>12) Invite Guest Speaker: We will welcome a guest speaker and have lecture about multiculturalism and human rights.</p> <p>13) Group Presentation</p> <p>14) Group Presentation</p> <p>15) Test (1 hour) and Feedback</p>
 Evaluation Method	<p>授業への参加度・出席(20%)、宿題・振り返り(30%)、グループ・プレゼンテーション(30%)、試験(20%)</p> <p>I put high emphasis on your positive participation. As shown in the following criteria, grading is based on your regular attendance and active performance in each discussion.</p> <ol style="list-style-type: none"> <li>1. Attendance and Participation (20%)</li> <li>2. Worksheet and Review Sheet (30%)</li> <li>3. Group Presentation and Peer Review (30%)</li> <li>4. Test (20%)</li> </ol> <p>Please note if you are absent from more than 3 classes, you will not be able to pass the course.</p>
 Textbook and References	
 URL	
 Preparation and Review	<p>15回の授業の前半は、リーディングとワークシートを宿題とするため、授業に参加する前に準備してから参加すること。後半は、グループでのプレゼンテーションを予定しているため、授業内の準備時間で資料収集やスライドの作成が終わらない場合は、授業時間外もグループのメンバーと一緒に作業する必要がある。でくる場合もある。</p> <p>During the first half of the course, you will have reading and the worksheet as homework every class, and in the second part of the course, you may need to discuss with your group members after the class in order to prepare for the group presentation.</p>
 In Addition	
 Last Update	2018/03/06 15:46

Subject	English Literature and Linguistics (Introductory Reading)II
Subject	English Literature and Linguistics (Introductory Reading)II
Timetable	Fall Semester Thu 3
Credit(s)	2
Instructor	TINK JAMES MICHAEL
Semester	4
Course Number	LHM-LIT218E
Language Used	English

Course Title	Kazuo Ishiguro, The Remains of the Day and the Contemporary Novel
Course Title	カズオ・イシグロ。今日の遺跡。
Course Objectives and Course Synopsis	Kazuo Ishiguro (born in Japan 1954) is one of the most acclaimed novelists in the world today, as confirmed by his award of the Nobel Prize for Literature in 2017. In this course, we will study what is for many critics his most influential work, The Remains of the Day (1989). A fiction about the life and times of an English butler working for an aristocrat in 1930s Britain, the novel explores themes of memory and personal friendships, along with ideas of responsibility and public ethics during the period before the Second World War. We will read the novel in weekly instalments of around 30 pages to improve skills for comprehension and analysis of English fiction and also consider some critical and historical aspects of the novel, such as the history of the Second World War in Britain, arguments about national identity, and approaches to popular memory and the idea of "heritage" in contemporary literature.
Course Objectives and Course Synopsis	
Learning Goals	Students will read excerpts in advance, and use the class for listening to a mini-lecture and group discussion. Assessment will be based on in-class tests and short writing assignments. Learning goals include: (1) To read the original novel in English; (2) To better understand approaches to understanding fiction in English; (3) To better understand relevant topics in contemporary culture and criticism, including popular memory of the Second World War and ideas of national identity.
Learning Goals	
Class Schedule and Activities	1: Introduction to Ishiguro 2: Reading The Remains of the Day, pp 1-20 3: pp. 23-45 4: pp. 46-70 5: pp. 70-95 6: pp. 95-115 7: pp. 116-133 8: pp. 134-149 9: pp. 150-167 10: pp. 167-190 11: pp. 190-211 12: pp. 212-239 13: pp. 240-258 14: The Remains of the Day and the contemporary World Literature 15: Conclusion and Final Exam
Class Schedule and Activities	

 Grading Plan	Mid-tem test 20% two short written assignments 20% final exam 40%
 Grading Plan	
 Textbooks and Recommended Readings	Kazuo Ishiguro, The Remains of the Da, London: Faber, 1989.
 Assignments	In-class tests (x2) written assignments (x2)
 Other Remarks	This class will be conducted in English and assignments will be in English. Translations of the novel are widely available and acceptable for use out-of-class, but the course content will be based on the English text.
 Last Update	





Subject	Business Communication A
Instructor	ROMAN RAYMOND SCOTT
Day/Period	Fall Semester Thu 4
Eligible Participants	3・4
Course Numbering	EAL-ECM320E
Credit(s)	2

Object and summary of class	The purpose of this course is to increase your business communication knowledge and abilities. We will discuss a variety of business communication topics, with a focus on improving practical communication skills.
Goal of study	At the end of this course you will have a better understanding of international business communication. You will be able to perform more effectively in a wide range of business situations as both an individual and team member.
Contents and progress schedule of the class	To prepare for each class you will have a reading assignment and sometimes a written homework assignment. Often you will work with other students in small groups, discussing the homework assignment or doing other activities. We will have many opportunities to practice discussion and presentation skills during class time. 1: Introduction 2: Business Writing (homework = 5 points) 3: Organizational Communication Effectiveness (homework = 5 points) 4: Leadership Communication (homework = 5 points) 5: Rhetoric and Public Speaking (homework = 5 points) 6: Mid-term Test 7: Presentation Preparation (homework = 5 points) 8: Presentation Performance (homework = 10 points) 9: Student Presentations-a (practice) and/or video on presentation skills 10: Student Presentations-b (practice) 11: Student Presentations-a (evaluated) 12: Student Presentations-b (evaluated) 13: Student Presentations (continued) 14: Review of student presentations 15: Summary of Course and Q&A
Language Used in Course	English (Instruction and classroom discussion). 日本語での質問、相談も可能。
Evaluation method	Homework 35%    Test 25%    Presentation 30% Participation 10
Textbook and references	
URL	
Preparation and Review	Students should ・ Be prepared for each class ・ Complete all assignments completely and on time ・ Participate effectively and energetically in class exercises ・ Give best effort in all activities
Attached File	
In addition	There is no textbook. Materials will be distributed by email.  Office hours: Thursday 13:30-14:30 or by appointment (Please send email beforehand.) Email: <a href="mailto:professor@rayroman.net">professor@rayroman.net</a>
Last Update	2018/03/06 11:19

## シラバス参照 International Project Building: Short Film Creation

Subject	【IPLA】 International Project Building: Short Film Creation
Day/Period	Thursday 16:20-17:50
Year	2018
Semester	Fall Semester
Credit(s)	1
Instructor (Position)	RYAN SPRING, PhD (Lecturer at Institute for Excellence in Higher Education)
Eligibility	IPLA
Language	English

Objectives and Summary of Class	This purpose of this course is to teach students about teamwork in an international setting through project based learning. Students will work in multi-national groups to complete a complex project: the creation of a short film. The course also aims to provide students with a multifaceted educational experience, with all students being provided instruction and practice in the methods of understanding and creating films, and students also choosing one of a number of skills (such as script writing, acting, cinematography, editing, and sound engineering) to learn specifically in greater detail.
Goal of Study	Students will learn to collaborate with an international team and overcome any cultural or communication-related obstacles that may arise. Students will learn about their individual ability to work on a team and improve teamwork skills, as well as learn about differences in Japanese methods of teamwork and those of their home country. Finally, 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.
Contents and Class Schedule	<p>Students will be broken into groups of about 6-10 people. Groups will include both Japanese and foreign students. Students must work in international groups to complete a short film in English. All students must participate in the following 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> <p>The basic class schedule will be as follows:</p> <ul style="list-style-type: none"> <li>第1回 Introduction, Group Assignments</li> <li>第2回 Presentation, Lesson: Script Writing 1</li> <li>第3回 Presentation, Lesson: Script Writing 2</li> <li>第4回 Presentation, Lesson: Story Boarding</li> <li>第5回 Presentation, Lesson: Shooting a Movie 1</li> <li>第6回 Presentation, Lesson: Shooting a Movie 2</li> <li>第7回 Presentation, Lesson: Shooting a Movie 3</li> <li>第8回 Presentation, Lesson: Editing 1</li> <li>第9回 Presentation, Lesson: Editing 2</li> <li>第10回 Presentation, Lesson: Editing 3</li> <li>第11回 Presentation, Lesson: Sound in Movies</li> <li>第12回 Presentation, Lesson: Titles, Credits and Finalization</li> <li>第13回 Presentation, Lesson: Movies &amp; Culture</li> <li>第14回 Presentation, Catch up day and final checks</li> <li>第15回 Showing of films at special location</li> </ul>
Evaluation Method	<p>To receive a grade in this course, you must take Practical English Skills 2-1 and 2-2 subsequently from the same instructor. Your grade will be determined based on the following:</p> <ol style="list-style-type: none"> <li>1. Professionalism Score (includes participation and attendance) (30%)</li> <li>2. Contribution to the project (20%)</li> <li>3. Your teamwork score (20%)</li> <li>4. Quality of your final product (20%)</li> <li>5. Reading homework and quizzes (10%)</li> </ol> <p>Grade AA is given to the top 10% students and Grade A is given to the next good 20 %.</p>
Textbook and references	
URL	<a href="https://film-and-pbl.000webhostapp.com/">https://film-and-pbl.000webhostapp.com/</a> (advanced version)
Preparation and Review	Students will be expected to read chapters in an online, teacher-provided textbook and utilize this knowledge in their project. They will also have to meet with and communicate with their team both inside and outside of class to complete their projects. Furthermore, students will be expected to complete some individual tasks to fulfill their role in the group. These tasks will vary depending on the role students choose.

 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.
 Last Update	2018/09/04 15:51

Subject	Global Studies
Day/Period/Place	Fall Semester Thu 5 川北キャンパスA104
Categories	General Education Subjects – Expansion Subjects–
Credit(s)	2
Object	全
Instructor (Position)	渡部 由紀 所属: 高度教養教育・学生支援機構
Term	2セメスター
Course Numbering	ZDG-GLB802E
Language Used in Course	English

Class Subject	【展開ゼミ】Japanese Universities and Students-国際共修ゼミ-
Object and Summary of Class	This course will examine the issues of Japanese universities and their students in the process of globalization, from a variety perspectives ranging from the individual experience to the role of higher education in the larger Japanese society. Discussions based on relevant readings, lectures, and student presentations will be the platform of this course. In addition to classroom discussion, students will explore the lived experience of students in Japanese universities through fieldwork experiences.
Goal of Study	<p>This course aims to explore the issues of universities and students in the process of globalization by examining the case of Japan. The course is designed to encourage students to develop constructive views on the issues and draw comparisons between educational practices of university systems and attitudes and behaviors of university students in Japan and their home country.</p> <p>The three learning objectives of this course are:</p> <ol style="list-style-type: none"> <li>1. Understand the issues tied to globalization and how these issues may impact universities and their students in Japan, your home country and other countries</li> <li>2. Learn about the perspectives held by those living and working outside your home country and of the impact their views have on higher education</li> <li>3. Conduct group projects and present major findings to the class</li> </ol> <p>To achieve those learning objectives, different types of learning activities will be employed, including lectures, guest speakers, discussions, and fieldwork experience.</p>
Contents and Progress Schedule of the Class	<p>Week 1 Orientation</p> <p>Week 2 Higher Education System in Japan (1)</p> <p>Week 3 Higher Education System in Japan (2)</p> <p>Week 4-5 University Students (1): Changes in academic engagement and performance</p> <p>Week 6-7 University Students (2): Career perspectives</p> <p>Week 8-9 University Students (3): Cost sharing and accessibility in higher education</p> <p>Week 10-11 Globalization and Higher Education System (1): Internationalization of Japanese universities</p> <p>Week 12-13 Globalization and Higher Education System (2): Development of global human resource/global talent and international student mobility</p> <p>Week 14 Globalization and Higher Education System (3): English as a lingua franca</p> <p>Week 15 Wrap up</p>
Evaluation Method	<p>Final grades will be determined as follows:</p> <p>40% Attendance and class participation</p> <p>30% Two (2) short essays</p> <p>30% Group Project</p> <p>All assignments must be completed to pass the course. More than four (4) absences will result in a fail (F) for the class. Two (2) late arrivals (more than 20 minutes late) equal one (1) absence.</p>
Textbook and References	
URL	
Preparation and Review	<p>Students are required to prepare for class according to the goal and contents of each class.</p> <p>A list of required reading for each class will be provided in the first class. You can obtain the articles and book chapters in the list through Tohoku University Library Online Catalog. Additional reading will be announced in class.</p>
In Addition	The maximum number of participants for this course is 20. If there are more applicants than places, participants will be selected by lottery at

	the first class.
 Last Update	2018/03/06 15:43

Subject	【IPLA】 Karate and Japanese Culture
Day/Period	Friday 16:20-17:50
Year	2018
Semester	Fall Semester
Credit(s)	1
Instructor (Position)	BARRY KAVANAGH, PhD (Lecturer at Institute for Excellence in Higher Education)
Eligibility	IPLA
Language	English

Objectives and Summary of Class	This class will be a combined class with international study abroad students and Japanese participants. The focus of the class will be on intercultural communication and group collaboration through the martial art Karate. The class aims to help students learn about the differences and similarities of their cultures. This will be done through looking at how Karate is viewed internationally and the concepts and philosophy behind it. Students will have the opportunity to experience practical karate in a multinational setting and work together to help each other complete practical tasks such as the basic techniques and forms of Karate. In addition students will combine together in pairs to make a presentation on some of the themes discussed in class.
Goal of Study	Students will learn to collaborate with an international team and overcome any cultural or communication-related obstacles that may arise. Students will also gain knowledge about Japanese culture, traditional martial arts, and practical applications of Karate. No experience in martial arts is necessary but this class is directed at students who have a keen interest in Japanese culture and the experience of studying in a multinational class for the achievement of common goals.
Contents and Class Schedule	The content of the course is a mixture of doing and talking about Karate in an international setting. Assessment is based on practical group tasks / project and written work. 1). Introduction to the course 2). Karate around the world (Types, history, and philosophy). 3). Karate Kion (basics) Group tasks and discussion 4). Karate: Basic kata (forms) Group tasks and discussion 5). Karate: Kumite (sparring) Group tasks and discussion 6). Karate: Rules of competition Group tasks and discussion 7). Topic. Group tasks and discussion 8). Topic. Group tasks and discussion 9). Topic. Group tasks and discussion 10). Topic. Group tasks and discussion 11). Topic. Group tasks and discussion 12). Topic. Group tasks and discussion 13). Topic. Group tasks and discussion 14). Group presentations 15). Group presentations
Evaluation Method	Discussion and written work 30% Group presentation 40% In-class participation 30%  Grades for the course will be assigned as follows: AA.....Excellent (90-100%) A..... Good (80-89%) B..... Fair (70-79%) C..... Pass (60-69%) D..... Fail (0-59%)
Textbook and references	
URL	
Preparation and Review	
In addition	<ul style="list-style-type: none"> <li>•Materials will be provided.</li> <li>•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.</li> </ul>
Last Update	2018/09/04 15:50

Subject	Intermediate Econometrics I
Instructor	<a href="#">CHUANG HONGWEI</a>
Day/Period	Fall Semester Fri 5
Eligible Participants	全／All
Course Numbering	EEM-ECO505E
Credit(s)	2

Object and summary of class	This course will introduce contemporary methods for empirical studies, demonstrate how to apply those methods to data, and interpret the derived results. A statistical software, R, will be used to demonstrate some empirical cases during the lecture.																																	
Goal of study	This course serves as a stepping stone for those interested in knowing the field more intimately and perhaps going on advanced study in Econometrics.																																	
Contents and progress schedule of the class	Week 1 Review of probability and statistics Week 2 Linear regression with one regressor Week 3 OLS Week 4 Gauss-Markov Theorem Week 5 Linear regression with multiple regressors I Week 6 Linear regression with multiple regressors II Week 7 Dummy variables Week 8 Diagnostics of linear regression Week 9 Extensions of linear regression Week 10 Midterm Week 11 Logistic regression I Week 12 Logistic regression II Week 13 MLE, GMM Week 14 Multinomial logistic regression Week 15 Ordinal logistic regression Week 16 Final Exam																																	
Language Used in Course																																		
Evaluation method	Grades are based on total points earned by 40% form midterm and 60% form final report.																																	
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Preparation and Review	Office Hours: Fridays 14:30–15:30 or by appointment																																	
Attached File																																		
In addition	The lectures will be conducted in English.																																	
Last Update	2018/02/01 13:00																																	

# *Science, Technology and Industry in Japan* (日本の産業と科学技術)

This specialized-subject course was developed for 2<sup>nd</sup>-year students of the **Future Global Leadership program** and also those who wish to be **global leaders** of their studying/interested fields such as **science, engineering, agriculture**, etc. Except for the 1st class (course orientation) on Oct 2, each class will feature a talk by a specialist listed below.

Oct-9	富田二三彦氏 (F. TOMITA)	(国研)情報通信研究機構 (NICT: Info. & Comm. Tech.)
Oct-16	平倉 浩治氏 (K. HIRAKURA)	HiRAK技術コンサルタント (HiRAK Consulting)
Oct-23	角田 憲康氏 (N. KAKUTA)	(株)ADEKA (ADEKA)
Oct-30	城石 芳博氏 (Y. SHIROISHI)	(株)日立製作所 (Hitachi)
Nov-6	柴田 佳彦氏 (Y. SHIBATA)	(株)旭化成エレクトロニクス (Asahi Kasei Electronics)
Nov-13	佐藤 陽一氏 (Y. SATO)	(株)理研食品 (Riken Shokuhin)
Nov-20	市川 太郎氏 (T. ICHIKAWA)	(株)三井化学 (Mitsui Chemicals)

We will meet in C403 at 4<sup>th</sup> Period (2:40-4:10 pm) every Tuesday.

- For any questions, please contact Prof. Yumiko Watanabe.  
(yumiko.watanabe.a5@tohoku.ac.jp)