

2019年度
Global Business Program (GBP)
講義概要 (シラバス)



法政大学

科目一覽

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MAN200FB-A5522

Business Management in Japan

Yongdo KIM

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 1/Wed.1 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

【Outline and objectives】

The following topics will be covered:

- 1.Arguments on business management in Japan by Japanese and foreign scholars,
- 2.Comparative analysis of business system between Japanese and U.S. companies,
- 3.Interfirm relationship in Japanese manufacturing industries and international comparative analysis of it,
- 4.The main bank system in Japan and international comparative analysis of it.

The objective of this course is to understand business management in Japan more deeply on the perspective of international comparisons and by case studies.

【Goal】

You will learn logical thinking and basic knowledge on business management in Japan and presentation skills by lectures, discussion, Q&A and presentation.

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to the "D1-1", "D2-1", "D2-2", "D3" and "D4" diploma policies and fairly related to the "D5" policy.

【Method(s)】

Every week class consists of lecture, discussion on business management in Japan, Q&A, and presentation of case of Japanese companies.

Class procedure:

1. The first half of every class will consist of lecture.
2. Presentation, discussion, and Q&A will be practiced in the second half of every class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Overview of arguments on business management in Japan and fixing of presentation schedule
2	Misunderstanding on business management in Japan	Lecture and discussion on some topics of business management in Japan
3	Argument on business management in Japan by Japanese scholar(1)	Representative argument that stresses the specialty of business management in Japan by Japanese scholar
4	Argument on business management in Japan by Japanese scholar(2)	Representative argument that emphasizes the generality of business management in Japan by Japanese scholar
5	Argument on business management in Japan by foreign scholar(1)	Representative argument that stresses the specialty of business management in Japan by foreign scholar
6	Argument on business management in Japan by foreign scholar(2)	Representative argument that emphasizes the generality of business management in Japan by foreign scholar
7	Overview of business management in post-war Japan	Characteristics of Japanese business system in the firms and between the firms
8	Comparative analysis of business management between Japan and US (1)	Do "the three sacred treasures" of industrial relations exist only in Japan?
9	Comparative analysis of business management between Japan and US (2)	Commonalities between US and Japanese firms
10	Interfirm relationship in the Japanese automobile industry(1)	Its characteristics and the process of its formation and development
11	Interfirm relationships in the Japanese automobile industry(2)	Comparative analysis between US and Japan

12	Interfirm relationship in Japan's steel industry	The case of transactions in steel products for autos in Japan's high economic growth period
13	Interfirm relationship in Japanese semiconductor industry	The case of co-development between Japanese semiconductor companies and their customers
14	The main bank system in Japan	Its characteristics and change in recent times and comparison between Japan and Germany

【Work to be done outside of class (preparation, etc.)】

Please read previously assigned references before the class of every week.

【Textbooks】

No prescribed textbooks.

【References】

Yongdo Kim(2015).The Dynamics of Inter-firm Relationships: Markets and Organization in Japan.Edward Elgar Publishing
 James C. Abegglen (2006). 21st-century Japanese management: New systems, lasting values, Palgrave Macmillan
 James C. Abegglen (1960). The Japanese factory, The Free Press.
 Hiroshi Hazama (1997). The history of labour management in Japan, Macmilan
 Kazuo Koike(1996). The economics of work in Japan, LTCB International Library Foundation
 William G. Ouchi (1981). Theory Z: how American business can meet the Japanese challenge, Addison-Wesley
 William Lazonick(2009).Sustainable Prosperity in the New Economy, Upjohn Institute
 Sanford M. Jacoby (1985). Employing bureaucracy: managers, unions, and the transformation of work in American industry, 1900-1945, Columbia University Press
 Takao Shiba and Masahiro Shimotani, eds. (1997). Beyond the firm: business groups in international and historical perspective, Oxford University Press
 Masahiko Aoki and Hugh Patrick, eds. (1995).The Japanese main bank system: its relevance for developing and transforming economies,Oxford University Press

【Grading criteria】

Term paper(30%)

Presentation(30%)

Class participation and reaction sheet(40%)

【Changes following student comments】

Time of discussion will be increased.

【Prerequisites】

None

MAN200FB-A5532

Distribution in Japan

Narimasa YOKOYAMA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月3/Mon.3 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

【Outline and objectives】

This course focuses on the distribution system in Japan. We will study the whole structure of Japanese distribution system and the role of firms such as manufacturers, wholesalers, and retailers.

【Goal】

Students will have a firm understanding of the issues related to the activities of sourcing, manufacturing, wholesaling, retailing, and consumption. Additionally, students will have a firm grasp of the role of distribution system and function of distributing companies such as retailers and wholesalers and manufacturers.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will be a combination of lecture, discussion, field research and group work.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the course and syllabus overview
2	Distribution and commerce	What is Distribution and commerce?: basic concept of distribution and economic/social role of commerce
3	The function of distribution	How Distribution functions in market economy?: transaction, information flow, material flow
4	History of commerce and Japanese distribution (1)	Why distribution and commerce are essential in our society?: difference between production and consumption
5	History of commerce and Japanese distribution (2)	Understand the development of commerce: brief history of developing retailer and wholesaler in Japan
6	Retail structure	Understand the specific Japanese retail structure and it's dynamics
7	Retail competition	Understand the characteristics of retail competition: inter type competition, chain operation, and retail location
8	Retail format	Understand the concept of retail format: single-line store, specialty store, convenience store, supermarket, drug store, home improvement center
9	Field research	visit 3 types of retail format and observe inside of the store
10	Marketing game (1)	conduct marketing simulation game year 1 to learn whole structure of marketing and the function of distribution
11	Marketing game (2)	conduct marketing simulation game year 2 to learn whole structure of marketing and the function of distribution
12	Marketing game (3)	conduct marketing simulation game year 3 to learn whole structure of marketing and the function of distribution
13	Final exam (1)	student presents retail format and distribution structure of their country as final exam.
14	Final exam (2)	student presents retail format and distribution structure of their country as final exam. and review them

【Work to be done outside of class (preparation, etc.)】

Students should expect about careful observing of retailing store and buying behavior on a regular basis.

【Textbooks】

Do not use

【References】

Do not use

【Grading criteria】

Participation in discussion: 20%

Group work: 20%

Presentation: 60%

【Changes following student comments】

Schedule flexibly according to progress

【Prerequisites】

Introduction to Marketing, Principles of Marketing

【】

This course focuses on the distribution system in Japan. We will study the whole structure of Japanese distribution system and the role of firms such as manufacturers, wholesalers, and retailers.

MAN200FB-A5515

Human Resource Management I

Yoshio OKUNISHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

【Outline and objectives】

This course is intended to introduce students to the field of human resource management (HRM). Students learn theories and applications involved in effectively managing people in organizations.

Unlike many other fields in business and economics, practices of HRM are influenced greatly by country-specific factors such as labor law, social customs, economic development stage and workforce structure. So, I will spend most time in explaining practices among Japanese firms. But some common theories and international comparative perspectives are introduced as well.

More specifically, HRM I covers such topics as overview and methodology of HRM, environments of Japanese HRM, recruitment, training, promotion, performance evaluation, pay and benefits.

【Goal】

Successful students will acquire basic knowledge of HRM in Japanese firms, as well as problem-solving and critical-thinking skills in the field of human resources and organizations, both of which are applicable to all types of organizations and jobs in which students will eventually work.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

For each lecture time, I explain the basic knowledge of a theme, including legal framework, statistical facts and typical perceptions and arguments. Then I encourage students to express their own ideas and discuss them. Occasionally I may ask students for short presentations or reports.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to HRM	Scope and methodology of HRM
2	Basic Principles of Human Behavior	Economic rationality and irrationality
3	Criteria to Evaluate Transactional or Organizational Performance	Efficiency and justice
4	Outline of Japanese Workforce	Demographic and workforce trends
5	Outline of Japanese Economy	Economic growth, prices and wages Employment types
6	Staffing and Recruitment	Theory and practices, job market of new graduates in Japan
7	Human Capital Theory and Training	General and specific training, OJT and Off-JT
8	Promotion and Career Concerns	Patterns of career development and roles of promotion
9	Performance Evaluation (1)	Theory of performance evaluation
10	Performance Evaluation (2)	Practices of performance evaluation
11	Wages (1)	Typology and theory of wages
12	Wages (2)	Practices in Japan and historical changes
13	Wages (3)	International comparison
14	Fringe Benefits and Social Security	Theory and practices

【Work to be done outside of class (preparation, etc.)】

I urge students to attend every class and to understand the contents well enough within class. To that end, it is essential to review the lecture at home, and to ask questions at the beginning of the next class. Furthermore, occasional preparation for presentations and reports will be necessary.

【Textbooks】

I do not use any textbooks which students need to purchase. Instead, I will use my own handouts and data sets. But just for your reference, many of my course materials are based on the followings.

【References】

・ Baron, James N. and David M. Kreps (1999) Strategic Human Resources. John Wiley & Sons, Inc. This is an MBA level excellent textbook of HRM, whose methodology is blend of economics and organizational behavior.

・ Lazear, Edward P. and Michael Gibbs (2015) Personnel Economics in Practice (3rd edition). Wiley. This is a readable textbook of “personnel economics” by its pioneers.

・ Although contents written in English are limited, you could find useful information in the following site of the Japan Institute for Labor Policy and Training:

<http://www.jil.go.jp/index.html>

・ Some important Japanese laws are translated into English. See the following site:

<http://www.japaneselawtranslation.go.jp/>

【Grading criteria】

Class participation: 40%

Mid-term report/exam: 20%

Final report/exam: 40%

【Changes following student comments】

I want students to ask any questions they may have. Please do not hesitate. I also want to keep more time for discussions, say using case materials.

【Equipment student needs to prepare】

None.

【Others】

HRM I (Fall) and II (Spring) are taught in a sequential manner. So, it is recommended to take both courses in this order if that is possible. Some basic knowledge of economics and organizational behavior is preferred, but not required.

【Prerequisites】

Among GBP subjects, the followings are closely related to this subject although they are not prerequisites: Introduction to Organizational Management, Introduction to Japanese Economy, Organizational Management I/II and Organizational Behavior I/II.

Human Resource Management II

Yoshio OKUNISHI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

【Outline and objectives】

This course is intended to introduce students to the field of human resource management (HRM). Students learn theories and applications involved in effectively managing people in organizations.

Unlike many other fields in business and economics, practices of HRM are influenced greatly by country-specific factors such as labor law, social customs, economic development stage and workforce structure. So, I will spend most time in explaining practices among Japanese firms. But some common theories and international comparative perspectives are introduced as well.

More specifically, HRM II covers such topics as dismissal, job design and labor-management relations. Furthermore, some current topics in HRM are covered, such as effects of aging and diminishing workforce, non-regular workers, diversity management, work/life balance and globalization.

【Goal】

Successful students will acquire basic knowledge of HRM in Japanese firms, as well as problem-solving and critical-thinking skills in the field of human resources and organizations, both of which are applicable to all types of organizations and jobs in which students will eventually work.

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to the "D2-2", "D3" and "D4" diploma policies and fairly related to the "D1-1" and "D1-3" policies.

【Method(s)】

For each lecture time, I explain the basic knowledge of a theme, including legal framework, statistical facts and typical perceptions and arguments. Then I encourage students to express their own ideas and discuss them. Occasionally we use specific cases.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Review of HRM I and Introduction to HRM II	Review of HRM I and the overview of HRM II
2	Separation (1)	Economic and legal perspectives
3	Separation (2)	More practical aspects
4	Separation (3)	Mandatory retirement in Japan
5	External workforce	Outsourcing and temp agency workers
6	Job Design	Theory and practices
7	Diversity Management	Theory and empirical evidence
8	Tips for Case Studies in HRM	Useful knowledge to discuss cases in HRM
9	Discussion on a Case Study	A case on work-life balance
10	Working Hours	Situations in Japan and its regulations
11	High-Commitment HRM	Theory and practices
12	Industrial Relations (1)	Union activities
13	Industrial Relations (2)	Labor disputes and the resolution systems
14	Current Topics of HRM or Students' Presentations	To be selected based on the instructor's choice or students' desires

【Work to be done outside of class (preparation, etc.)】

I urge students to attend every class and to understand the contents well enough within class. To that end, it is essential to review the lecture at home, and to ask questions at the beginning of the next class. Furthermore, occasional preparation for presentations or assignments will be necessary.

【Textbooks】

I do not use any textbooks which students need to purchase. Instead, I will use my own handouts and data sets. But just for your reference, many of my course materials are based on the followings.

【References】

・ Baron, James N. and David M. Kreps (1999) Strategic Human Resources. John Wiley & Sons, Inc. This is an excellent MBA-level textbook of HRM, whose methodology is blend of economics and organizational behavior.

・ Lazear, Edward P. (1998) Personnel Economics for Managers. John Wiley & Sons, Inc.

・ Lazear, Edward P. and Michael Gibbs (2015) Personnel Economics in Practice (3rd edition). Wiley. These two are readable textbooks of "personnel economics" by its pioneers.

・ Although contents written in English are limited, you could find useful information in the following site of the Japan Institute for Labor Policy and Training:

<http://www.jil.go.jp/index.html>

・ Some important Japanese laws are translated into English. See the following site:

<http://www.japaneselawtranslation.go.jp/>

【Grading criteria】

Class participation: 40%

Occasional reports/assignments: 20%

Final report/exam: 40%

【Changes following student comments】

I am to use more case study materials, which seemed effective in Fall 2018.

【Equipment student needs to prepare】

None during the class. But I regularly use H'etudes to upload course materials.

【Others】

HRM I (Fall) and II (Spring) are taught in a sequential manner. So, it is recommended to take both courses in this order if that is possible. Some basic knowledge of economics and organizational behavior is preferred, but not required.

【Prerequisites】

Among GBP subjects, the followings are closely related to this subject although they are not prerequisites: Introduction to Organizational Management, Introduction to Japanese Economy, Organizational Management I/II and Organizational Behavior I/II.

MAN200FB-A5524

Intermediate Accounting II

Mioko TAKAHASHI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

【Outline and objectives】

This course is a sequel to Intermediate Accounting I. Topics that were not covered in Intermediate Accounting I will be covered.

The objective of this course is to provide students with a sufficient understanding of the theory and practice underlying the measurement and presentation of financial information in accordance with Generally Accepted Accounting Principles (GAAP). To help understand how GAAP is trying to measure and present business transactions in financial statements, underlying business transactions will be identified first and then technical details of GAAP will be explained.

In addition to learning accounting concepts, methods and rules, how management's incentives can influence the decisions and estimates that are made when reporting financial statements will be discussed.

【Goal】

Students will be able to understand

- the business transactions and economic events that firms engage in
- how business transactions and economic events are recognized and measured in financial statements

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to the "D1-2" diploma policy and fairly related to the "D1-1", "D2-1", "D2-2" and "D3" policies.

【Method(s)】

After the student's presentation based on the textbook, important issues with respect to several learning objectives in the chapter will be explained and supplemented by the instructor.

Exercises will be done to check comprehension, followed by feedback.

Questions and comments are welcomed at any time.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Overview	Explain course schedule and assigned materials.
2	Cash and Receivables(1)	Indicate how to report cash and related items. Define receivables and understand accounting issues related to their recognition.
3	Cash and Receivables(2)	Explain accounting issues related to recognition and valuation of notes receivable.
4	Cash and Receivables(3)	Explain accounting issues related to disposition of accounts and notes receivables. Describe how to report and analyze receivables.
5	Valuation of Inventories(1)	Understand inventory classifications and different inventory systems. Determine the goods and costs included in inventory.
6	Valuation of Inventories(2)	Describe and compare the cost flow assumptions used to account for inventories.
7	Valuation of Inventories(3)	Identify special issues related to LIFO.
8	Valuation of Inventories(4)	Understand and apply the lower-of-cost-or-net realizable value rule. Understand and apply the lower-of-cost-or-market rule.
9	Acquisition and Disposition of Property, Plant, and Equipment(1)	Understand property, plant, and equipment and its related costs. Describe the accounting problems associated with self-constructed assets. Describe the accounting problems associated with interest capitalization.

10	Acquisition and Disposition of Property, Plant, and Equipment(2)	Understand accounting issues related to acquiring and valuing plant assets. Describe the accounting treatment for costs subsequent to acquisition. Describe the accounting treatment for the disposal of property, plant, and equipment.
11	Depreciation, Impairments, and Depletion(1)	Understand depreciation concepts and methods of depreciation. Explain special depreciation methods and other depreciation issues.
12	Depreciation, Impairments, and Depletion(2)	Explain the accounting issues related to asset impairment. Explain the accounting procedures for depletion of natural resources. Explain how to report and analyze property, plant, equipment, and natural resources.
13	Wrap up	Wrap up
14	End of Term Exam	60 minute exam and feedback.

【Work to be done outside of class (preparation, etc.)】

Assigned materials that will be covered should be read prior to class. It will be assumed that the required chapters have been read. Exercises will be given during class or as homework.

Students should prepare a presentation when assigned.

【Textbooks】

INTERMEDIATE ACCOUNTING, by Kieso, Weygandt & Warfield (16th edition), Wiley.

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP003384.html#student>

eBook version is recommended.

【References】

References will be provided when necessary.

【Grading criteria】

The course grade is based on following criteria:

-Presentation based on text book (30%)

-Assignments:exercises (30%)

-End of term exam (40%)

Taking the end of term exam will not be allowed in the case of 4 absences or more.

【Changes following student comments】

Doing exercises and giving feedback after studying topics would help students comprehend better.

【Equipment student needs to prepare】

Presentation slides when assigned.

【Others】

Basic knowledge of financial accounting is necessary to understand and achieve the goal of this course. Taking the Introduction to Accounting and the Intermediate Accounting I course in advance is highly recommended. The course schedule is subject to change.

【Prerequisites】

Introduction to Accounting, Intermediate Accounting I

Intermediate Accounting I

Mioko TAKAHASHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

[Outline and objectives]

This course is a sequel to Intermediate Accounting I. Topics that were not covered in Intermediate Accounting I will be covered.

The objective of this course is to provide students with a sufficient understanding of the theory and practice underlying the measurement and presentation of financial information in accordance with Generally Accepted Accounting Principles (GAAP). To help understand how GAAP is trying to measure and present business transactions in financial statements, underlying business transactions will be identified first and then technical details of GAAP will be explained.

In addition to learning accounting concepts, methods and rules, how management's incentives can influence the decisions and estimates that are made when reporting financial statements will be discussed.

[Goal]

Students will be able to understand

- the business transactions and economic events that firms engage in
- how business transactions and economic events are recognized and measured in financial statements

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

After the student's presentation based on the textbook, important issues with respect to several learning objectives in the chapter will be explained and supplemented by the instructor.

Exercises will be done to check comprehension, followed by feedback. Questions and comments are welcomed at any time.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Course Overview	Explain course schedule and assigned materials.
2	Cash and Receivables(1)	Indicate how to report cash and related items. Define receivables and understand accounting issues related to their recognition.
3	Cash and Receivables(2)	Explain accounting issues related to recognition and valuation of notes receivable.
4	Cash and Receivables(3)	Explain accounting issues related to disposition of accounts and notes receivables. Describe how to report and analyze receivables.
5	Valuation of Inventories(1)	Understand inventory classifications and different inventory systems. Determine the goods and costs included in inventory.
6	Valuation of Inventories(2)	Describe and compare the cost flow assumptions used to account for inventories.
7	Valuation of Inventories(3)	Identify special issues related to LIFO.
8	Valuation of Inventories(4)	Understand and apply the lower-of-cost-or-net realizable value rule. Understand and apply the lower-of-cost-or-market rule.
9	Acquisition and Disposition of Property, Plant, and Equipment(1)	Understand property, plant, and equipment and its related costs. Describe the accounting problems associated with self-constructed assets. Describe the accounting problems associated with interest capitalization.

10	Acquisition and Disposition of Property, Plant, and Equipment(2)	Understand accounting issues related to acquiring and valuing plant assets. Describe the accounting treatment for costs subsequent to acquisition. Describe the accounting treatment for the disposal of property, plant, and equipment.
11	Depreciation, Impairments, and Depletion(1)	Understand depreciation concepts and methods of depreciation. Explain special depreciation methods and other depreciation issues.
12	Depreciation, Impairments, and Depletion(2)	Explain the accounting issues related to asset impairment. Explain the accounting procedures for depletion of natural resources. Explain how to report and analyze property, plant, equipment, and natural resources.
13	Wrap up	Wrap up
14	End of Term Exam	60 minute exam and feedback.

[Work to be done outside of class (preparation, etc.)]

Assigned materials that will be covered should be read prior to class. It will be assumed that the required chapters have been read. Exercises will be given during class or as homework.

Students should prepare a presentation when assigned.

[Textbooks]

INTERMEDIATE ACCOUNTING, by Kieso, Weygandt & Warfield (16th edition), Wiley.

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP003384.html#student>

eBook version is recommended.

[References]

References will be provided when necessary.

[Grading criteria]

The course grade is based on following criteria:

-Presentation based on text book (30%)

-Assignments:exercises (30%)

-End of term exam (40%)

Taking the end of term exam will not be allowed in the case of 4 absences or more.

[Changes following student comments]

Doing exercises and giving feedback after studying topics would help students comprehend better.

[Equipment student needs to prepare]

Presentation slides when assigned.

[Others]

Basic knowledge of financial accounting is necessary to understand and achieve the goal of this course. Taking the Introduction to Accounting and the Intermediate Accounting I course in advance is highly recommended. The course schedule is subject to change.

[Prerequisites]

Introduction to Accounting, Intermediate Accounting I

[]

This course is a sequel to Intermediate Accounting I. Topics that were not covered in Intermediate Accounting I will be covered.

The objective of this course is to provide students with a sufficient understanding of the theory and practice underlying the measurement and presentation of financial information in accordance with Generally Accepted Accounting Principles (GAAP). To help understand how GAAP is trying to measure and present business transactions in financial statements, underlying business transactions will be identified first and then technical details of GAAP will be explained.

In addition to learning accounting concepts, methods and rules, how management's incentives can influence the decisions and estimates that are made when reporting financial statements will be discussed.

MAN200FB-A5518

International Business I

Haruo HORAGUCHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

[Outline and objectives]

Toyota, Tokyo Disney Land (TDL), and All Nippon Airways (ANA) have something in common. What is it? It is their best international business practices, which create excellent products and services. This course is designed to understand the basic ideas of international business. Focusing on the corporate strategy and the organizational capability of the firm, it aims to help students develop the skills required to join these types of companies. The core skills involve understanding the ways in which internationalization strategies enable multinational corporations to enhance their competitiveness and performance in the global economy. The course focuses on multinational corporations confronting an array of choices regarding global markets, locations for production, and decision making processes across borders.

[Goal]

This course provides students with the data, concepts, and models for understanding company performance in the global business. By the end of this course, students will understand corporate strategies designed to improve efficiency in the society and to gain wealth for the nations. Management of international business includes establishing international strategies of ownership, marketing, product development, and operations management. Upon successful completion of this course, students will be able to critically evaluate the emerging practices of corporate internationalization. They will also be able to discuss the internationalization of innovative activities such as research and development (R&D).

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

Classes consist of lectures and group discussion. Much of class time is devoted to examining readings, news paper articles, websites, financial statements, and video materials. Each class will introduce a major theory from international business, which students will apply in the real world after the graduation.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Course introduction	Course outline and introduction. Concept and historical overview of foreign direct investment and multinational corporations. Textbook Chap. 1.
2	Module 1: Basic Entry Strategies	The topics on the entry strategy. Basic categories of foreign entry. Duty, foreign exchange rate, labor costs, transportation costs. Textbook Chaps. 1 and 15. NYK and Mitsubishi-Tokyo-UFJ Bank.
3	Export and Import	4Ps in Marketing. Sending a letter of credit. Opportunism and transaction costs. Traders, carriers, and logistics companies. Amazon and VISA. Textbook Chaps. 15 and 5.
4	Foreign Direct Investment (FDI)	Definition of FDI and portfolio investment. Income gain and capital gain. Tangible assets and intangible assets. Operations management and JIT production system. HRM for foreign expatriates. Toyota and VW. Textbook Chap. 15.
5	Licensing	Franchise business and loyalty fees. Pricing of intangible assets. Interest rates and discount rates. NPV and IRR. Yoshinoya and Hilton. Textbook Chap. 15.
6	Module 2: B2B Strategies: Original Equipment Manufacturing (OEM)	Overseas contract of manufacturing operations. International subcontracting and global factories. Uniquro and Nike. Textbook Chaps. 12, 15 and 18.

7	Joint Venture (JV)	Regulations for ownership. Risk aversion in corporate governance. Equity and stock holders' assembly and corporate governance. Renault-Nissan. Textbook Chap. 15.
8	Plant Export/Turnkey Operations	Long-range planning. Assessment of country risk and political regime. Nikki and Chiyoda. Textbook Chap. 15.
9	Strategic Alliances	Logic of creating collaboration. Customer retention. Economies of networking. Star Alliance and One World. Textbook Chaps. 12 and 15.
10	Module 3. Organizational Culture	Four dimensions in management style. American management thinkers and management by objectives (MBO). Hitachi. Textbook Chap.2.
11	Power, Distance and Collectivism	Public goods, responsibility, and discretion. Small-group activities to overcome the Taylor system, total quality control, and cross-functional teams. Textbook Chap.2.
12	Motivation, Leadership, and Trust.	Uncertainty avoidance, masculinity and femininity. Group dynamics in teams. Discussing Hofstede's four dimensions. Bank tellers, cabin attendants, and pharmacists. Textbook Chap.2.
13	Module 4. Strategic evaluation on foreign markets	Mergers and acquisitions (M&A), due diligence. How to manage a merged organization. Opportunism in organizations. Daiichi and Lambuksy. Textbook Chap. 13.
14	Corporate Social Responsibility (CSR)	Functions of CSR. Bottom of the pyramid (BOP) and international business. Yakult and Gramin bank. Textbook Chap. 11.

[Work to be done outside of class (preparation, etc.)]

Reading assignments should be gone through before class discussions. The core reading materials for the course is Chapters 15 and 12.

[Textbooks]

(1)Reading materials will be distributed in class and available on the course website: H'etudes' class supporting system.
 (2)John D. Daniels, Lee H. Radebaugh, and Daniel P. Sullivan, International Business: Environments and Operations, Sixteenth Edition, 2019, Pearson Education Ltd.
 (3)Christopher A. Bartrett and Arar Han. "Levendary Café: The China Challenge" Product number 4357. In order to buy this case from Harvard Business School Press, you need to access <http://hbr.org/store> and search for the title. You can download the PDF file and buy it using a credit card. Alternatively, you can access the following site; <https://cb.hbsp.harvard.edu/cbmp/pages/content/cases>
 In order to register, please access; <http://cb.hbsp.harvard.edu/cb/register>

[References]

"Language and Globalization: "Englishnization" at Rakuten (A)" This is a case published by Harvard Business School in April 2013. The author is Tsedal Neeley, and the product number is 9-412-002. In order to buy this case, you need to access <http://hbr.org/store> and search for the title. You can download the PDF file and buy it using a credit card.

[Grading criteria]

30% Active class participation and homework.
 30% Mid-term report and/or presentation.
 40% Final exam.

[Changes following student comments]

N.A. This course focuses on collaborative learning and the students evaluated it highly last year.

[Equipment student needs to prepare]
 PC, Smartphone, Electronic dictionary.

[Prerequisites]
 None

CAR200FB-A5547

Internship

Kazufumi MISAWA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：集中・その他/intensive・other courses | Campus：市ヶ谷 / Ichigaya |
 Grade：
 Notes：

[Outline and objectives]

This course offers intensive well-mentored educational internships complementary to classroom education at selected companies who understand that students registered are capable of making a real contribution to their companies. It allows students to experience a real-world industry project while simultaneously working towards the completion of 2 academic credits.

[Goal]

The students typically join the program as GBP sophomores, juniors and seniors, and complete a series of five-day work assignments at their chosen company. Each student is assigned both an industry mentor and a faculty adviser. Students receive academic credits for each assignment.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

Anyone interested in joining this program must file a formal application, which includes resume, letter of recommendation (optional), and interview preference list in May for the work assignment during the summer of the academic year. The instructor forwards student applications to candidate companies, based on the information provided on students' interview preference list. The companies preview the applications and might select the students they wish to interview. Company representatives visit University to interview prospective interns. Based on the interviews and applications, companies then might submit a ranked list of students selected for consideration. Ranked students, in turn, rank their preferences for candidate companies. The instructor then makes placements by matching company lists with student lists.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction	The orientation meeting is a great opportunity for students to understand the internship program and companies.
2	Work assignments planning	The faculty adviser assists the student with issues relating to work assignments, and might visit students interning at the company. For special circumstances, with the agreement of his/her internship company, students can request a different assignment work.
3	Office visit	Students visit an office and receive lectures on a specified business line of the company.
4	Factory visit	Students visit a factory and observe a specified production line to understand products provided by the company.
5	Report writing on office/factory visits	Students prepare reports on office/factory visits to share his/her observations with the internship company.
6	Discussions with employees of the internship company	Students make a brief presentation on his/her observations above, and have Q&A sessions with the internship company.
7	Joining in marketing and/or recruiting events of the internship company	Students work together with relevant employees of the internship company at the events.
8	Data analysis relevant to your joining company events	Students analyse data gathered at the events, and share the results with the internship company.
9	Report writing on data analysis related to your joining company events	Students prepare reports to share his/her findings with the internship company.

10	Discussions with employees of the internship company	Students make a brief presentation on his/her finding above, and have Q&A sessions with the internship company.
11	Head Quarter visit	Students visit the Head Quarter, and receive lectures on his/her assigned topic to be researched.
12	Interviews with employees of the internship company	Students make interviews with relevant employees about his/her assigned research topics.
13	Report writing on his/her assigned research topics	Students prepare reports to share his/her findings and recommendations with the internship company.
14	Discussions with managers of the internship company	Students are required to submit a final report on each work assignment. Additionally, we require company mentors to complete an "Employer's evaluation report" at the conclusion of each assignment.

[Work to be done outside of class (preparation, etc.)]

In principle, you are responsible for pacing yourself and organizing work plan/execution steps on your own to complete the assignment.

[Textbooks]

Due to this course purpose, regular textbooks are not in use. Instead, appropriate information for each assignment would be shared in accordance with the guidance by the instructor.

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Student's final report: 50%

Employer's evaluation report: 50%

Students are required to submit a final report on each work assignment. You will receive an "Incomplete" if you do not return complete reports on time. Additionally, we require company mentors to complete an "Employer's evaluation report" at the conclusion of each assignment. All of these reports enter into the granting of academic credit.

[Changes following student comments]

This program plans to connect students with some of unique Japanese and foreign companies in Japan for them to have unforgettable experiences.

[Others]

Internship students are generally considered temporary employees and are not eligible for company benefits such as medical insurance. However, some companies might offer a partial support such as local travel. Please discuss this directly with the internship company.

[Prerequisites]

None

[Career background of the lecturer]

The instructor of this course has more than 30-year experience at global companies such as Accenture, Siemens, Toshiba.

MAN100FB-A5503

Introduction to Accounting

Hirotsugu KITADA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 3/Tue.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed to provide a basic understanding of accounting, including introductory accounting concepts, principle, and procedures. Specific attention will be devoted to the four financial statements and frameworks for understanding them, as well as ways in which to prepare financial data. Students will be expected to apply these skills to the analysis of real companies, and to interpret their respective financial statements accordingly. These cases will enable students to grasp the importance of accounting knowledge in the business world, to understand current events in terms of accounting measurements, and to communicate effectively with other professions.

【Goal】

Upon successful completion of the course, students should be able to:

- Analyze a company's annual report
- Draw conclusions about profitability, efficiency, liquidity, and solvency
- Record basic debt-credit journal entries
- Prepare simple financial statements

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course begins with an introduction to the basic terminology of accounting, as well as the frameworks used to interpret financial data. It then explains four financial statements: balance sheet, income statement, statement of stockholders' equity, and statement of cash flow. Finally, the course spends the last few weeks outlining the accounting cycle, including the debit-credit system, adjusting, and closing journal entries. The course is recommended for students who have an interest in accounting and finance as well as in any non-accounting areas. The implications of accounting for the real world are ubiquitous, both in personal and professional capacities, and students are encouraged to draw connections between formal instruction and practical hands-on application. This course is taught primarily through lecture and exercise, and interactive class participation strongly encouraged.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week1	Introduction	- Basic concepts of accounting - The four financial statements
Week2	Basic concepts of financial statement	- Basic financial analysis ratios, - Accounting principles and standards
Week3	Balance sheet 1	- Assets - Liabilities - Shareholders' equity
Week4	Balance sheet 2	- Liquidity and solvency ratio - Trend and common-size analysis for balance sheet
Week5	Income statement 1	- Expenses - Revenue
Week6	Income statement 2	- Profitability ratio - Trend and common-size analysis for income statement
Week7	Intermediate exam	- Balance sheet - Income statement - Liquidity, solvency and profitability ratio
Week8	Statement of stockholders' equity 1	- Common and preferred stock - Par value and additional paid in capital
Week9	Statement of stockholders' equity 2	- Retain earnings - Treasury stock
Week10	Statement of cash flows 1	- Operating, investing and financing activities - Direct and indirect method for computing cash flow
Week11	Statement of cash flows 2	- Interpret cash flow - Trend and common-size analysis for cash flow
Week12	Inventory and property, plant and equipment 1	- Cash and cash equivalents - Account receivable

Week13	Inventory and property, plant and equipment 2	- Inventory - Property, plant, and equipment
Week14	Accounting cycle	- 10 steps of accounting cycle - Debt-Credit journal entries

【Work to be done outside of class (preparation, etc.)】

- Readings and/or problems are assigned for each class. You should come to class prepared to discuss your analysis of the cases and its underlying problems. Regular class participation is critical to the learning process for both you and your classmates.
- Additional assignments will either be discussed in class or presented as additional cases for your benefit. I will disclose assignments for class discussion prior to their respective lectures.

【Textbooks】

Schoenebeck, K. P., & Holtzman, M. P. (2012). Interpreting and analyzing financial statements. Pearson Higher Ed.(6th Edition)

【References】

Nothing in particular however, students are welcome to access topics concerning this course and its objectives in other related texts. The instructor is at liberty to provide further materials during the course of instruction.

【Grading criteria】

Grades will be distributed according to the following weights:

Class Participation 20%

Midterm1 20%

Midterm2 20%

Final Exam 40%

【Changes following student comments】

I will cover less topics than last year to give more time to each to be covered.

【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

None.

【】

NA

Introduction to Finance

Naoki KISHIMOTO

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月 3/Mon.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4
Notes：

【Outline and objectives】

Students are given an introduction to interest rate computation and investment analysis of stocks and bonds.

【Goal】

- (1) Students can compute present values and future values.
- (2) Students can use basic terms of bonds and bond investments.
- (3) Students can compute bond prices based on yields to maturity. Conversely, students can compute yields to maturity based on bond prices.
- (4) Students understand major risk sources of bond investments.
- (5) Students can use basic terms of stocks and stock investments.
- (6) Students can compute fair values of stocks using the dividend discount model.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

This class consists of a series of lectures. Yet, the instructor intends to make this course as interactive as possible by asking questions and giving students time to apply formula to exercise problems in class. Also, note that lectures are given in English. Yet, I will proceed with lectures very slowly, so that well-motivated Japanese students can understand them.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Overview of this course	I will give an overview of this course and explain how I manage the class.
2	Corporations and stock market	I will explain the basic organizational structure of a corporation and how corporations interact with stock and bond markets.
3	Interest rates, future values, and present values	I will explain how to compute future values and present values.
4	Interest rates, future values, and present values	I will explain the annuity computation.
5	Interest rates, future values, and present values	I will explain how to compute the internal rate of return.
6	Interest rates, future values, and present values	I will explain interest rate quotes and discount rates.
7	Basic terms for bond investments	I will explain basic terms of bonds and bond investment.
8	Yield to maturity	I will explain how to compute the yield to maturity.
9	Yield to maturity	I will explain the relationship between yield to maturity and the bond price.
10	Factors affecting bond prices	I will explain major factors that affect bond prices as well as basic investment strategies for bonds.
11	Basic terms for stock investments	I will explain basic terms of stocks and stock investments.
12	Stock valuation	I will explain basic valuation methods for stocks. Specifically, I will explain dividend discount model.
13	Stock valuation	I will discuss how to estimate dividends, share repurchases and total payout model.
14	Final examination	I will give a final examination in class.

【Work to be done outside of class (preparation, etc.)】

Students must read reading assignments before class. In addition, students must submit home work assignments on due dates.

【Textbooks】

Jonathan Berk, Peter DeMarzo, and Jarrad Harford, Fundamentals of Corporate Finance, Global Edition, Pearson Education, latest edition.

【References】

Richard Brealey and Stewart Myers, Principals of Corporate Finance, McGraw Hill (any recent edition).
Richard Brealey, Stewart Myers and Alan Marcus, Fundamentals of Corporate Finance, McGraw Hill (any recent edition).
Stephon Ross, Randolph Westerfield and Jeffrey Jaffee, Corporate Finance, McGraw Hill (any recent edition).
Stephon Ross, Randolph Westerfield and Bradford Jordan, Fundamentals of Corporate Finance, McGraw Hill (any recent edition).
Stephen Ross, Randolph Westerfield and Bradford Jordan, Essentials of Corporate Finance, McGraw Hill (any recent edition).
Thomas Copeland, Fred Weston, and Kuldeep Shastri, Financial Theory and Corporate Policy, Addison Wesley (any recent edition).

【Grading criteria】

60% based on quizzes given in class and 20% based on home work, and 20% on class participation.

【Changes following student comments】

I will cover less topics this year than last year to give more time to each topic to be covered.

【Others】

To gain better understanding of finance courses, including this course, you are strongly encouraged to take Introduction to Accounting and Introduction to Statistics in your first year at Global Business Program. In addition, this course uses basic mathematics, which will be explained in class very carefully. So, well-motivated students who are not well prepared in mathematics can understand the contents of this class well. Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

None

PRI100FB-A5509

Introduction to Informatics

Yasushi KODAMA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 2/Thu.2 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

【Outline and objectives】

This course is aimed at students with little or no prior knowledge for operating computers but a desire computational approaches to problem solving. You can learn any basic computational operations using Microsoft Office software but also any theoretical meanings of informatics.

【Goal】

One of the goals of this course is to become familiar with basic operations for personal computers. Also you should learn how to solve the problems related to social sciences.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Mostly you can use the computers in the class room and you can learn any operations of computer software especially for Office software. At first you should learn how to login Windows operating system on the university's computers. After this course has started, the contents of the lesson will be provided on the Web site.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1st	Introduction	Introduction to this course. The goal of this course is specified. You can learn how to operate university's computers.
2nd	Word processing practice	Using Word Processing software, you can learn the basic operation of this software.
3rd	Electrical mail practice and networking theory	You can learn the network system and how to write e-mail scripts.
4th	Methodologies for presentation using software	Using the presentation software, you can learn the technical operations of it.
5th	Spreadsheet practice (1)	You can learn the basic operations of spreadsheets.
6th	Spreadsheet practice (2)	It will test your ability of creating spreadsheets for the business documents.
7th	Spreadsheet practice (3)	It will test your ability of creating spreadsheets using business graphs.
8th	VBA practice(1)	You can learn about VBA(Visual Basic for Applications) as spreadsheet macro programs.
9th	VBA practice(2)	You can learn about VBA programming using the variables.
10th	How to build your home pages (1)	You can learn how to start to build a page as your home pages.
11th	How to build your home pages (2)	You can learn how to build your home pages using some tags.
12th	How to build your home pages (3)	You can learn how to build your home pages using the CSS (Cascading Style Sheets).
13th	How to build your home pages (4)	You can learn how to build your home pages using new style files and new pages.
14th	Workshop for solving problem	At the workshop of classroom, you should make a plan to present how to solve the problems.

【Work to be done outside of class (preparation, etc.)】

You should autonomously learn the basic operations of personal computers. If you can not understand the contents of the lecture, you should ask us it in the classroom or investigate it by yourself.

【Textbooks】

Specified in the lecture.

【References】

Specified in the lecture.

【Grading criteria】

Participation rate (80%) and reports to present in the lecture (20%).

【Changes following student comments】

We devise lectures so that students can solve problems autonomously.

【Equipment student needs to prepare】

N/A

【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

We will adopt practical use cases that are useful in the business field and devise to develop problem solving skills.

【】

This course is aimed at students with little or no prior knowledge for operating computers but a desire computational approaches to problem solving. You can learn any basic computational operations using Microsoft Office software but also any theoretical meanings of informatics.

ECN100FB-A5507

Introduction to Japanese Economy

Hideaki HIRATA

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水 3/Wed.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4
Notes :

[Outline and objectives]

This course provides an introduction to (1) the Japan's macroeconomic characteristics, (2) the Japan's current economic issues, and (3) the basic economic principles and methods. After providing a brief history of the Japanese economy and the basic analytical tools of economics, it mainly focuses on Japan's labor markets, financial markets, corporate finance and capital investments, international transactions, and economic policies from the 1980s onward. By the end of the semester, you are expected to be able to utilize the theoretical and empirical tools practiced in this class to generate practical policy recommendations for Japan's major economic problems.

[Goal]

This course is designed to provide students with opportunities to gain a basic understanding of the Japanese economy. The particular goals can be summarized as follows:

1. To learn the history of the Japanese economy after WWII
2. To learn the basic features of Japanese households, firms, and the government and to apply conventional economic theory to understand their behaviors
3. To strengthen analytical skills by discussing the strengths and limitations of Japan's corporate system, labor markets, economic policy, and so forth

[Which item of the diploma policy will be obtained by taking this class?]

This course is strongly related to the "D1-3", "D2-1", "D2-2", "D3" and "D4" diploma policies and fairly related to the "D1-1", "D1-2", "D1-4" and "D5" policies.

[Method(s)]

This course mainly comprises lectures, slideshows, in-class activities, and discussions. All class materials are distributed through the online "H'etudes" system.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Syllabus guidelines; an overview of the Japanese economy's postwar macroeconomic performance.
2	Japan in the World 1	The Japanese economy's postwar macroeconomic performance; basic economic statistics, such as GDP and its components.
3	Japan in the World 2	The Japanese economy's postwar macroeconomic performance; the nation's interactions with the rest of the world.
4	Economic Growth	What are the determinants of economic growth?
6	Labor and Firms 1	Characteristics of Japanese labor markets and firms; Understanding Japanese labor market.
7	Labor and Firms 2	Characteristics of Japanese labor markets and firms; Understanding the relationship between labor and firms
8	Money	The role of money circulating in the economy.
8	Monetary Policy	The basics of monetary policy and its problems.
9	Interest Rates	The role of interest rates in the economy.
10	Capital Formation	Interest rates' role in explaining corporate capital investments and their accumulation, i.e., capital.
11	Growth Accounting and Potential Growth	The potential power of the Japanese economy explained in terms of labor, capital, and total factor productivity
12	Government 1	The role of government in economic policy; long-term economic policy.
13	Government 2	The role of government in economic policy; short-term economic policy.

14	International Trade and Finance	Japan's exports and imports; the role of cross-border financial transactions with the rest of the world.
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[Work to be done outside of class (preparation, etc.)]

Students are expected to read the assigned materials and contribute to class discussions.

[Textbooks]

Greg Mankiw (2014), Principles of Economics (7th Edition), Cengage.
David Flath (2014), The Japanese Economy (3rd Edition), Oxford University Press. ISBN: 9780198702405.

You SHOULD NOT buy these textbooks before the first class meeting, since special discount will be available for the students of this lecture.

[References]

1. Papers and newspaper articles will be assigned throughout the semester.
2. Annual Report on the Japanese Economy and Public Finance.
3. Naoyuki Yoshino et al. (2010), The Post War Japanese Economy, Yuhikaku. ISBN: 9784641163256.

[Grading criteria]

Problem sets: 45%; class participation: 15%; final exam: 40%. If you are a 4th-year student, the weight of class participation can be decreased.

[Changes following student comments]

I tried to design this course to motivate students to be interested in learning economic ideas and to understand why those ideas are powerful.

[Others]

This course has no prerequisites. I strongly encourage students to take Principles of Macroeconomics, Principles of Microeconomics, Business Management in Japan, Japanese Innovation Management, Human Resource Management I/II, and Corporate Finance after taking this course.

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

[Prerequisites]

None

MAN100FB-A5505

Introduction to Marketing

Shohei HASEGAWA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 3/Tue.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This is an introductory marketing course. Students will learn the basis of business and marketing through reading articles which describe actual company cases. The cases include various companies (manufacturer, service, retailing, internet technology etc.) and strategies (new product, branding, promotion, targeting etc.).

【Goal】

The goal of this class is to obtain basic marketing knowledge. Students will also learn survey, presentation and discussion skills.

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to the "D5" diploma policy and fairly related to the "D1-1", "D2-2", "D3" and "D4" policies.

【Method(s)】

1. Case Presentation

A presentation group will report on an article written about actual business cases. The article will be distributed beforehand. The report includes (1) summary of the article and (2) surveys of companies described in the article such as business model, current market environment or competitors.

2. Group Discussion

A discussion theme related to the article will be provided by the lecturer (e.g. What is the biggest threat to the company?). Students will first discuss within each group and then feed back to the whole class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Guidance and overview of the course
2	Case (1)	Nintendo: Video game company
3	Case (2)	McDonald's: Fast food restaurant
4	Case (3)	Apple: Technology company
5	Case (4)	Walmart: Supermarket
6	Case (5)	Sony: Electronics company
7	Case (6)	Facebook: Social networking service
8	Case (7)	IKEA: Furniture company
9	Case (8)	Disney: Entertainment and media company
10	Case (9)	7-Eleven: Convenience store
11	Case (10)	Netflix: Video streaming service
12	Case (11)	Airbnb: Hospitality service
13	Case (12)	YouTube: Video sharing service
14	Case (13)	Coca-Cola: Beverage company

【Work to be done outside of class (preparation, etc.)】

All students are required to read weekly reading materials.

The presentation group is required to prepare a presentation material using PowerPoint or other software.

【Textbooks】

No textbook.

Weekly reading materials or articles will be provided by lecturer beforehand.

Cases in above spring schedule may change depending on the student interests.

【References】

・ Kotler, Philip and Kevin Lane Keller (2015) Marketing Management (15th ed.), Pearson.

・ Kotler, Philip and Gary Armstrong (2017) Principles of Marketing (17th ed.), Prentice Hall.

・ Keegan, Warren J. and Mark C. Green (2017) Global Marketing (9th ed.), Pearson.

and old editions of these books.

【Grading criteria】

・ Presentation: 40%

・ Class participation and group discussion: 60%

【Changes following student comments】

Reading materials will be changed according to students' interests.

【Equipment student needs to prepare】

Laptop PC or smartphone for presentation and discussion.

【Others】

Related course: Principles of Marketing

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

None

Introduction to Operations Management

Dennis TACHIKI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 4/Tue.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4
Notes：

[Outline and objectives]

Many students are familiar with the Toyota Production System but fewer are aware it is part of the broader business function of operations management (OM). OM is the process of transforming inputs (raw materials, information) into valued-added outputs (goods and services)—in short, the procurement, assembly and distribution of goods as well as services.

In this connection, the main objective of this introductory OM course is for students to develop a functional understanding of the main concepts and methods informing the subject of OM. Furthermore, special attention will be paid to comparing a Japanese monozukuri approach with other countries. This introduction will then form the foundation for the OMI and OMII courses.

[Goal]

By the end of the course the students should be able to:

- Understand the 3 broad areas of OM: strategic, tactical and operational
- Explain the OM concepts, principles and methods in each of these 3 areas

- Acquire critical thinking skills in analyzing the main issues in OM

The acquisition of these skills will be demonstrated through class/group work participation, assignments and reports/presentations.

[Which item of the diploma policy will be obtained by taking this class?]

This course is strongly related to the "D1-1", "D2-1", "D4" and "D5" diploma policies.

[Method(s)]

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. This will be particularly the case in the second half of the semester. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Course Introduction	<ul style="list-style-type: none"> · Syllabus · What is OM?
Week 2	Operations Strategy	<ul style="list-style-type: none"> · Historical Development of OM · Aligning OM Strategies with Corporate Strategy · Measuring Operations Performance · OM Manufacturing and Service Profiles
Week 3	Product Design	<ul style="list-style-type: none"> · Design of Goods and Services · Product Design Process · Reducing Product Development Lead Time
Week 4	Demand Management	<ul style="list-style-type: none"> · Handless Phone Case Study · Handless Phone Case Study Presentation
Week 5	Capacity Management	<ul style="list-style-type: none"> · Types of Processes · Process Flowcharting and Analysis · Capacity Management
Week 6	Inventory Management Services and Material Requirement Planning	<ul style="list-style-type: none"> · Types of Inventories · Functions of Inventory · Inventory Costs, Risks and Value · MRP/MRP II · Peanut Factory Case Study
Week 7	Facility Layouts	<ul style="list-style-type: none"> · Material Flow Mapping and Analysis · Theory of Constraints · Layout Design
Week 8	Midterm Examination	Midterm Exam
Week 9	Toyota Production System and Lean Systems	<ul style="list-style-type: none"> · History of Lean Production · JIT/Kamban Delivery System · Jidoka · Heijunka, Kaizen, Standardization

Week 10 Total Quality Management

- Translating the Voice of the Customer
- House of Quality
- PDCA Cycle
- Statistical Quality Control and Statistical Process Control
- Kaizen

Week 11 Customer and Work Flows

- External and Internal Customers Presentation

Week 12 Managing Information Flows

- Concept of Information Flows
- Dependent Demand Inventory Management
- Enterprise Resource Planning Systems

Week 13 Managing Projects

- Automating Process Management
- Project Management Defined
- Project Planning and the GANTT Chart

Week 14 Global Supply Management

- CPM and PERT Project Management Techniques
- Strategic Role of Supply Management

- Purchase Cycle

- Make-or-Buy Break-even Analysis

[Work to be done outside of class (preparation, etc.)]

- CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. At a minimum students should understand the keywords and main issues in each weeks reading assignment.

- GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments.

[Textbooks]

Joel D. Wisner. 2016 Operations Management: A Supply Chain Process Approach. Sage ISBN 9781483383064

- Please wait to purchase the textbook until after the first class.

[References]

We will use supplementary materials from time-to-time, which will be made available as hand-outs and/or put on reserve at the library.

[Grading criteria]

Students will be graded based on the following criteria:

- 15% Class participation

- 30% Group work/Case studies/Simulations

- 5% Presentations

- 25% Midterm Examination

- 25% Final Examination

Late submission of assignments will result in a lowering of a student's grade.

[Changes following student comments]

Scheduled more time for group work.

[Equipment student needs to prepare]

Students are expected to bring to class a computer and/or smart phone to access the Internet.

[Others]

Students (or teams) should try to meet with the teacher at least once during the semester. Office hours will be announced at the first class.

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

[Prerequisites]

Willingness to study hard!

[]

Not applicable

MAN100FB-A5501

Introduction to Organizational Management

Kazufumi MISAWA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

The course deals with the basic theory and practice of organizational management. The key concepts of the course include Managerial Decision Making, Organizational Control Process, Leadership in Organizations, and Communication, with a focus on leading and managing processes for problem solving in order to achieve high organizational performances.

The practical problem solving can be powerful tool to issues facing any organizations. It allows organizations to have a common understanding of what defines a problem and what steps are going to be taken in order to overcome the problem efficiently.

One of highly proven ways of identifying and solving problems is the eight steps to practical problem solving developed by Toyota. Using such a fundamental and strategic way to solve problems creates consistency within an organization.

[Goal]

This course will provide assistance to students in building their own organizational, communicational, managerial, and leadership skills, and also enable them to face the challenges of successful solving of complex organizational problems.

The course design does not rely only on abstract theories; rather it involves broad real-life examples. The idea is to appeal to students on a practical level and provide insight and meaningful information for them to succeed in their future "working life".

[Which item of the diploma policy will be obtained by taking this class?]

This course is strongly related to the "D1-1", "D2-2" and "D3" diploma policies and fairly related to the "D4" policy.

[Method(s)]

The course uses a combination of lecture, video, class discussions, individual/group work and presentations for students to connect course material to current events and/or day-to-day operations. Each class should be interactive and practical in order to bridge the gap between management theories and real-world practices.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Course overview	While providing students opportunities to learn organizational management topics in general, the focus of contents here should be on Toyota Eight Steps to practical problem solving.
2	Step 1: Clarify the Problem	A problem can be defined in one of three ways; anything that is a deviation from the standard, the gap between the actual condition and the desired condition, an unfulfilled customer need.
3	Step 2: Breakdown the Problem	Once you have seen the problem first hand, you can begin to breakdown the problem into more detailed and specific problems. This is also a good time to study and analyze the different inputs and outputs of the process so that you can effectively prioritize your efforts.
4	Step 3: Set the Target	Step three is all about commitment and focus. Your attention should now turn towards focusing on what is needed to complete the project and how long it will take to finish.
5	Step 4: Analyze the Root Cause	Make sure you are considering all potential root causes and addressing them properly. A proper root cause analysis involves you actually going to the cause itself instead of simply relying on reports.

6	Step 5: Develop Countermeasures	You and your team should develop as many countermeasures needed to directly address any and all root causes. Once you have developed your countermeasures, you can begin to narrow them down to the most practical and effective based off your target.
7	Mid-term brainstorming session	The theme of brainstorming session will be announced at the class.
8	Step 6: Implement Countermeasures	Communication is extremely important in step six. Consider implementing one countermeasure at a time to monitor the effectiveness of each. You will certainly make mistakes in throughout your problem solving processes, but your persistence is the key.
9	Step 7: Monitor Results and Process	As mistakes happen and countermeasures fail, you need a system in place to review and modify them to get the intended result. You can also determine if the intended outcome was the result of the action of the countermeasure or just a lucky shot.
10	Step 8: Standardize and Share Success	Now, it is time to set the new processes as the new standard within the organization and share them throughout the organization. Finally, it is time to tackle the next problem.
11	Reflective discussions (Group work)	The theme of reflective discussions will be announced at the class.
12	Wrap-up session	We will review whole contents of this course as well as tips for Organizational Management.
13	Term-end presentation #1	-Group and/or individual presentations -Class discussions
14	Term-end presentation #2	-Group and/or individual presentations -Class discussions

[Work to be done outside of class (preparation, etc.)]

The student is required to conduct a term paper research on a topic in this course. The theme should be decided in consultation with the instructor.

[Textbooks]

Due to this course purpose, regular textbooks are not in use. Instead, appropriate handouts for each topic would be shared in accordance with the guidance by the instructor.

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Class participation: 70%

Term-end presentation: 30%

[Changes following student comments]

We will encourage more interactive learnings among class students based upon comments on previous year reaction papers.

[Others]

This course is relevant in content to Organizational Management I/II, Organizational Behavior I/II.

The instructor of this course has more than 30-year experience at global companies such as Accenture, Siemens, Toshiba.

Any questions or comments would be highly appreciated during/after each class. Please note that if the number of students attending the first class significantly exceeds expectations, the number of students who are allowed to register for the course may be limited.

[Prerequisites]

None

Introduction to Statistics

Makoto TAKAHASHI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 2/Wed.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4
Notes：

【Outline and objectives】

This course introduces elementary statistics, covering basic knowledge of descriptive statistics, probability theory and inferential statistics. The knowledge of statistics is essential in any sciences and in the world of business, too. But unfortunately, it is often the case that students don't like it. Perhaps one of the stumbling-blocks is the distinction between descriptive statistics and inferential statistics. The two "worlds" use seemingly common terminologies, but the premises behind them are quite different. I will try hard to make students understand that. To that end, probability theory and simple computer simulations are introduced.

Because of time constraints, I cannot cover estimation of many statistical models such as linear/nonlinear regression models and structural equation models. But I believe that taking this course will lay the foundation to advance to such topics in the future.

【Goal】

After successfully completing this course, students can do the following among others.

- ・ They can "read" and interpret the results of numerical data by drawing graphs or calculating summary statistics.
- ・ They can effectively use Excel and other computer software in the above analysis.
- ・ They can explain the basic ideas of statistical inferences. For example, a mean calculated from a certain dataset is not the same as the true mean under which the dataset was generated. But the former can serve as a good estimate of the latter, and potential magnitudes of a gap can be measured by standard errors, and so on.
- ・ They can guess what is going on when they encounter the estimation results of more advanced statistical models.

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to the "D1-4" and "D2-1" diploma policies and fairly related to the "D4" and "D5" policies.

【Method(s)】

The class is held in a computer room, and is a combination of lectures and computer exercises. Statistics is a step-by-step subject. So, I urge students to attend every class and to understand the contents well enough within class. To make sure of that, I ask students to do homework almost every week, and at the beginning of the next class I take time for review and Q&A.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	(Part I. Descriptive Statistics) Introduction	What is Statistics? / Drawing graphs from various data
2	Measures of Central Tendency / Dispersion	Frequency distributions / Drawing histograms / Mean, median, mode, variance and standard deviation
3	Relationship between Two Variables	Covariance and correlation coefficient
4	(Part II. Probability) Concepts of Probability	Interpretations and mathematical definition / Permutations and combinations
5	Conditional Probability and Independence	Conditional probability / Independence / Bayes' theorem
6	Random Variables and Distributions	Definition of random variable / Probability function and probability density function / Cumulative distribution function
7	Expectation and Variance of Random Variables	Definitions and some theorems of expectation and variance
8	Important Distributions	Binomial distribution / Normal distribution
9	(Part III. Inferential Statistics) Sampling	Population and sample / Sources of errors / Random sampling / Selection bias
10	Point Estimation	Estimator and estimate
11	Sampling Distributions	Law of large numbers / Central limit theorem

12	Interval Estimation	Sampling distribution of sample mean / Standard error / Confidence interval of mean
13	Hypothesis Testing	Null and alternative hypotheses / Level of significance and p-value / Relationship with confidence interval
14	Review / Final Exam	Review of the course / Evaluation of students' understanding

【Work to be done outside of class (preparation, etc.)】

As was stated above, I urge students to understand the contents of each week within class, to review them afterwards, to ask questions in the next class if they have any. In addition, do and submit homework diligently.

【Textbooks】

I do not use any textbooks which students need to purchase. Instead, I will use my own handouts and datasets.

【References】

For your reference, many of my course materials are based on the following books.

- ・ Johnson, Robert and Patricia Kuby, Elementary Statistics, 11th edition (Boston, MA: Brooks/Cole, 2012).
- ・ DeGroot, Morris H., Probability and Statistics, 2nd edition (Reading, MA: Addison-Wesley Publishing Company, 1986).
- ・ DeGroot, Morris H. and Mark J. Schervish, Probability and Statistics, 4th edition (Pearson New International Edition, Pearson, 2013).

The course roughly corresponds to Chapters 1 to 9 of Johnson and Kuby (2012). When I think that more rigorous treatment is appropriate, I often count on DeGroot (1986) or its revised version DeGroot and Schervish (2013).

As for statistical software, I use Excel in my lectures and students' homework. Some materials are drawn from the following.

- ・ 日花弘子『できるビジネスパーソンのための Excel 統計解析入門』(東京：SB Creative, 2016)

Excel is widely used in the business world, and it is easy to handle datasets and to create various types of graphs. Furthermore, it has many statistical functions and can generate random numbers to conduct simulations. Thus, I believe it is enough for this course.

【Grading criteria】

Homework: 50%

Final Exam: 50%

【Changes following student comments】

We will spend more time on computer exercises.

【Equipment student needs to prepare】

Laptop or tablet with Excel

【Others】

Basic knowledge of Statistics will be very useful for your further study in GBP. Probability theory is used not only in Statistics but also in other subjects such as Finance and Economics.

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

This course has no specific prerequisites. However, familiarity of some mathematical concepts and notations at a high-school level, and working skills of Excel are desirable.

MAN100FB-A5502

Introduction to Strategic Management

Keiko OKAMOTO

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 4/Fri.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course introduces key concepts and framework of strategic management. Students will learn how companies are using (or not using) the strategic management process in their daily businesses. Students will also learn how actual companies use strategic management tools, techniques, and concepts.

【Goal】

By the end of this course, students will be able to collect data about the companies and analyze their strategic management. Students will also be able to understand the differences of the management processes of several companies by working in a group project.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Company research, case study, and framework studying. Each class consists of lectures and group discussions.

Several group projects are scheduled for students to analyze the company in detail.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course Overview: How to Research a Company
2	1: Strategic Management and Strategic Competitiveness	Definition of Strategy and Competitive Advantage: Alibaba (China), Starbucks (U.S.A),
3	2: The External Environment: Opportunities, Threats, Industry Competition and Competitor Analysis	Five Force Model: McDonalds (U.S.A), Target (U.S.A), Amazon (U.S.A)
4	3. The Internal Organization: Resources, Capabilities, Core Competencies, and Competitive Advantages	Threats of Industry Competitors: Big Pharma and Big Data, Zara (Spain)
5	Group Project & Group Discussions	Group Work
6	4. Business-Level Strategy	Managing Relationship with Customers: Hain Celestial vs Whole Foods (U.S.A), Apple (U.S.A) vs Samsung (Korea)
7	5. Competitive Rivalry and Competitive Dynamics	Competitor Analysis: Google (U.S.A), ALDI (Germany)
8	6. Corporate-Level Strategy	Diversification: Disney (U.S.A), Coca-Cola (U.S.A)
9	Group Project & Group Discussions	Group Work
10	7. Merger and Acquisition Strategies	Merger, Acquisitions, and Takeovers: Lafarge (France) and Holcim (Switzerland), Cisco Systems (U.S.A)
11	8. International Strategy	International Opportunities: Netflix (U.S.A), Ikea (Sweden)
12	9. Cooperative Strategy	Strategic Alliances: Google (U.S.A), Intel (U.S.A), Tag Heuer (Switzerland)
13	Group Project & Group Discussions	Group Work
14	Presentations & Wrap-up	Presentations & Wrap-up

【Work to be done outside of class (preparation, etc.)】

Textbook readings, preliminary company profile research, Case readings, and preparation for group project.

Essay writing on one of the group projects.

【Textbooks】

Hitt, Michael A., Ireland, R. Duane, and Hoskisson, Robert E. (2017). Strategic Management: Concepts: Competitiveness and Globalization 12th Edition, Cengage Learning, U.S.A.

The instructor strongly recommends to buy the textbook, but if it is not possible, Hosei University Library has one copy (on reserve).

【References】

Will be advised in class.

【Grading criteria】

Attendance (reaction paper) and class participation - 40%

Homework (Preliminary company research) and textbook reading, etc. - 30%

Group projects and a presentation - 15%

Individual essay submission based on one of the group projects - 15%

*Register your email address on H'etude (class support system)

【Changes following student comments】

N/A

This is a new class.

【Equipment student needs to prepare】

PC, PowerPoint, Word,

【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

N/A

【Career background of the lecturer】

The instructor had worked in the Textile/Apparel and Retail/Distribution industries in the global environment.

The class is trimmed for students to explore various companies and their strategies.

【】

This course introduces key concepts and framework of strategic management. Students will learn how companies are using (or not using) the strategic management process in their daily businesses. Students will also learn how actual companies use strategic management tools, techniques, and concepts.

EDU100FB-A5510

Introduction to University Study

Kaori KIKUCHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 3/Fri.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4
Notes：

[Outline and objectives]

This course is designed to help you improve the academic/study skills you are expected to use whilst at university. Course topics include research and writing skills, critical reading, problem solving, logical/analytical thinking, book review and literature review.

[Goal]

Through this course, you will become familiar with the nature and demands of university study and will acquire academic/ study strategies and attitudes that will enhance your ability to function effectively in a university environment.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

A range of teach methods will be used including mini-lectures (slideshows), group discussions, and individual exercises. Each lesson will include group and individual exercises to practice the skills discussed. Seminars (slide-shows), practical sessions and assignments will focus on acquainting students with the core academic skills needed to be successful at university.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Syllabus guidelines, self-introduction and goal setting
2	Reading Strategies	How to read effectively and critically
3	Library Research	How to use the library
4	Book Review	How to make a book review
5	Presentation Preparation	How to give a book review presentation
6	Group Presentation 1: Book Review	Giving a book review presentation
7	Plagiarism	How to avoid a plagiarism
8	Literature Review	How to make a literature review presentation
9	Presentation Preparation	How to give a literature review presentation
10	Group Presentation 2: Literature Review	Giving a literature Review
11	Problem and Solution 1	Finding a problem and exploring how to solve it
12	Problem and Solution 2	Research and Survey
13	Research Writing	Writing up your mini research
14	Review and Self-Reflection	Reviewing what you have learned in this course and reflecting on your academic performance

[Work to be done outside of class (preparation, etc.)]

Students are expected to read and write the assigned materials.

[Textbooks]

Handouts

[References]

To be advised during the course

[Grading criteria]

Class participation/contribution: 20

Writings: 40

Presentations: 40

[Changes following student comments]

I tried to design classroom environments in which every student is welcome to fully participate in learning.

[Others]

You are expected to participate in this class actively. Good manners and collaborative learning are important in this class.

[Prerequisite]

None

[Career background of the lecturer]

None

[]

This course is designed to help you improve the academic/study skills you are expected to use whilst at university. Course topics include research and writing skills, critical reading, problem solving, logical/analytical thinking, book review and literature review.

ECN200FB-A5528

Investments A

Naoki KISHIMOTO

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 3/Fri.3 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

【Outline and objectives】

First, students will be given an easy and concise introduction to basic statistics concepts, such as expectation, standard deviation, and correlation coefficient. Building on these concepts, students will learn an introductory modern portfolio theory, which proposes a method for building an optimal portfolio to a particular investor based on the expectation and the standard deviation of his or her portfolio. Furthermore, students will be exposed to the tradeoff between risk and return in investments, where the discussion will be focused mainly on a particular model for the tradeoff between risk and return, i.e. the Capital Asset Pricing Model.

【Goal】

1. Students can identify which types of securities had the highest return and which had the greatest volatility.
2. Students can compute the average return and the volatility of a security or a portfolio from historical data.
3. Students can understand the tradeoff between risk and return for large portfolios.
4. Students can describe the differences between common and idiosyncratic risk.
5. Students can explain how diversified portfolios remove idiosyncratic risk.
6. Students can calculate the expected return and standard deviation of a portfolio.
7. Students can explain the relation between systematic risk and the market portfolio.
8. Students can measure systematic risk.
9. Students can explain the Capital Asset Pricing Model (CAPM).

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

This course will be given by lecture.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and an overview	Administrative business. In addition, students will see an overview of this course.
2	Computation of average returns	Students will learn how to compute the average return on a security or a portfolio.
3	Computation of historical volatility	Students will learn how to compute the volatility of a security or a portfolio from historical data.
4	Normal distribution	Students will see a concise explanation of normal distribution.
5	Historical tradeoff between risk and return	Students will learn how the return and volatility of a portfolio are historically related to each other.
6	Common and idiosyncratic risk	Students will see how the total risk of a portfolio is decomposed into common and idiosyncratic risk. In addition, they will understand the significance of this decomposition.
7	Diversification in stock portfolios	Students will learn how diversification affects the average return and volatility of a stock portfolio.
8	Practical application of the portfolio theory	Students will see practical applications of the portfolio theory.
9	Expected return of a portfolio	Students will learn how the expected return of a portfolio is related to the expected returns of individual assets that comprise the portfolio in question.
10	Variance and standard deviation of a portfolio	Students will learn how the variance or standard deviation of a portfolio is related to the variances and standard deviations of individual assets that comprise the portfolio in question.

11	Variance and standard deviation of a portfolio	Students will learn how the volatilities of individual assets are reflected in the volatility of the portfolio that is composed of those individual assets.
12	Measuring systematic risk	Students will learn how the systematic risk of a security or a portfolio is measured.
13	CAPM	Students will learn the Capital Asset Pricing Model (CAPM).
14	Practical application of the CAPM	Students will see practical applications of the CAPM.

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the assigned pages of the text in advance. In addition, they must solve the homework problems and submit them to the instructor in time.

【Textbooks】

Jonathan Berk, Peter DeMarzo, and Jarrad Harford, *Fundamentals of Corporate Finance*, Global edition, Pearson Education.

【References】

None.

【Grading criteria】

Participation in class discussion (20%), homework assignments (20%), and quizzes (60%).

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

None.

【Prerequisites】

Introduction to Finance is a prerequisite. Introduction to Statistics is not a prerequisite but a course the instructor strongly recommends students to take before or concurrently with Investment A.

ECN200FB-A5529

Investments B

Yongjin KIM

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 1/Fri.1 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

[Outline and objectives]

Have you ever heard of derivatives or derivative securities? In general terms, a derivative security is an agreement between two counterparties whose payoff depends on the value of an underlying asset. Derivatives are actively traded throughout the world and their market size is exceedingly large. They include forwards, futures, options, and swaps. This course aims to help students understand the basic aspects of derivative securities and how to value them. Understanding the basics of derivatives will come in very useful to those who consider working in the financial industries in the future. Swaps will not be covered, but briefly discussed, provided that we get ahead of schedule.

[Goal]

Upon completing this course, students will be able to

- 1) understand the characteristics of derivatives.
- 2) understand how forwards are valued.
- 3) understand how futures are valued.
- 4) understand how call and put options are valued.
- 5) solidify an understanding of business and financial news about derivatives market.

[Which item of the diploma policy will be obtained by taking this class?]
This course is strongly related to the "D1-1", and "D4" diploma policies and fairly related to the "D1-3", "D1-4", "D2-1", and "D2-2" policies.

[Method(s)]

This course is primarily based on the instructor's lecture, but wide open to active participation in class. Slides and complementary course materials will be distributed.

[Active learning in class (Group discussion, Debate.etc.)]

なし / No

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction to Forwards and Futures	-forward contract characteristics -long (short) forward payoff, and profit and loss, and its diagram -counter party credit risk -futures contract
2	Introduction to Call Options: Part 1	-call option characteristics -long (short) call payoff, and profit and loss
3	Introduction to Put Options: Part 2	-call option moneyness -early exercising -comparison of call options and forwards/futures
4	Introduction to Put Options	-put option characteristics -long (short) put payoff, and profit and loss -put option moneyness -early exercising -comparison of put options, call options, and forwards/futures
5	Useful Quantitative Concepts for Pricing and Valuation: Part 1	-compounding conventions -calculating future value and present value -identifying continuously compounded interest rates
6	Useful Quantitative Concepts for Pricing and Valuation: Part 2	-volatility and historical standard deviation -interpretation of standard deviation -annualized standard deviation
7	Useful Quantitative Concepts for Pricing and Valuation: Part 3	- understanding the standard normal cumulative distribution function - z-score
8	Introduction to Pricing and Valuation: Part 1	-concepts of price and value of a forward contract -forward price -forward value
9	Introduction to Pricing and Valuation: Part 2	-option value: Black-Scholes model -calculating the Black-Scholes model -Black-Scholes model assumptions -implied volatility

10	Understanding Pricing and Valuation: Part 1	-review of payoff, price, and value equations -risk-neutral valuation -probability and expected value concepts
11	Understanding Pricing and Valuation: Part 2	-understanding the Black-Scholes equation for call and put values -understanding the equation for forward and futures price
12	The Binomial Option Pricing Model: Part 1	-option valuation based on one-period binomial model
13	The Binomial Option Pricing Model: Part 2	-two-period binomial model -multi-period binomial model
14	Wrap-up and In-Class Final Exam	After a brief summary, the final examination follows.

[Work to be done outside of class (preparation, etc.)]
Students are encouraged to read financial news as long as time allows.

[Textbooks]

Gottesman, Aron, Derivatives Essentials: An Introduction to Forwards, Futures, Options, and Swaps, Wiley, 2016.

[References]

Hull, John C., Fundamentals of Futures and Options Markets, recent editions, Pearson.

[Grading criteria]

Grades will be based on the following composition:
class participation (20%),
homework assignment (30%),
and final examination (50%).

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

The Microsoft Excel will be often used as a calculation tool. Students should be prepared to have some familiarity with it.

[Prerequisites]

It is advisable that students have taken the Introduction to Finance and/or Introduction to Statistics, or have equivalent knowledge about them. However, I will explain useful quantitative concepts for pricing derivatives from the basics, so any students who have interest in derivative securities are highly welcome.

MAN200FB-A5525

Management Accounting

Hirotsugu KITADA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 3/Tue.3 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

[Outline and objectives]

Management Accounting is an essential tool that enhances a manager's ability to make effective economic decisions. This course teaches students how to extract and modify costs in order to make informed managerial decisions.

The course covers 3 topics.

- 1: After an introduction, we will first focus on the interaction of Management Accounting and the business process. "Cost behavior", "Cost Management Systems" and "Decision Making" are the key issues.
- 2: In the second part, we will use accounting techniques for Planning and Control. "Budgeting", "Variance Analysis" and "Management Control System" will be discussed.
- 3: The last part will be about Capital Budgeting, a technique to evaluate projects having cash flows at different moments in time.

[Goal]

After successfully finalizing this course, students should be able to:

- Use cost-volume-profit analysis in decision taking;
- Use relevant information for decision making, both for pricing and operational decisions;
- Set-up and use a master budget;
- Execute variance analysis;
- Understand, define, and implement management control systems and responsibility accounting;

[Which item of the diploma policy will be obtained by taking this class?]

This course is strongly related to the "D1-1", "D1-2" diploma policies and fairly related to the "D2-1", "D2-2", "D3", "D4" policies.

[Method(s)]

This course is taught primarily through lecture. Interactive class participation is encouraged.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week1	Chapter 1: Managerial Accounting, the Business Organization and Professional Ethics	- Management Accounting and Your Career - Roles of Accounting Information
Week2	Chapter 2: Introduction to Cost Behavior and Cost-Volume relationships	- Variable-Cost and Fixed-Cost Behavior - Cost-Volume-Profit Analysis
Week3	Chapter 3: Measurement of Cost Behavior	- Cost Drivers and Cost Behavior - Cost Functions
Week4	Chapter 4: Cost Management Systems and Activity-Based Costing	- Cost Management Systems - Traditional and Activity-Based Cost Accounting Systems
Week5	Chapter 5: Relevant Information for Decision Making with a Focus on Pricing Decisions	- Pricing Special Sales Orders - Basic Principles for Pricing Decisions
Week6	Chapter 6: Relevant Information for Decision Making with a Focus on Operational Decisions	- Make-or-Buy Decisions - Deletion or Addition of Products, Services, or Departments
Week7	Mid-term exam	Chapter 1-6
Week8	Chapter 7: Introduction to Budgets and Preparing the Master Budget	- Budgets and the Organization - Types of Budgets
Week9	Chapter 8: Flexible Budgets and Variance Analysis	- Using Budgets and Variances to Evaluate Results - Revenue and Cost Variances - The Role of Standards in Determining Variances

Week10	Chapter 9: Management Control Systems and Responsibility Accounting	- Management Control Systems and Organizational Goals - Designing Management Control Systems - Controllability and Measurement of Financial Performance
Week11	Chapter 10: Management Control in Decentralized Organizations	- Centralization Versus Decentralization - Performance Metrics and Management Control
Week12	Chapter 11: Capital Budgeting	- Capital Budgeting for Programs or Projects - Discounted-Cash-Flow Models - Sensitivity Analysis and Risk Assessment in DCF Models - The NPV Comparison of Two Projects - Relevant Cash Flows
Week13	Chapter 12: Cost Allocation	- Allocation of Service Department Costs - Allocation of Costs to Product or Service Cost Objects
Week14	Chapter 13: Accounting for Overhead Costs	- Illustration of Overhead Application - Problems of Overhead Application - Variable Versus Absorption Costing

[Work to be done outside of class (preparation, etc.)]

Read the textbook and complete the assignments given.

[Textbooks]

Horngrén, C. T., Sundem, G. L., Stratton, W. O., Burgstahler, D., & Schatzberg, J. (2013). Introduction to Management Accounting (16th edition, Global edition). Pearson.

ISBN-13: 978-0273790013

Students are able to purchase it from the Kindle store.

https://www.amazon.com/Introduction-Management-Accounting-Charles-Horngrén-ebook/dp/B00IZ0B24U/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=&sr=&dpID=41Pj-X1q9XL&preST=_SX342_QL70_&dpSrc=detail

[References]

No.

[Grading criteria]

Students will be evaluated based on class participation (20%), assignments (10%) and two exams (70%).

[Changes following student comments]

Not applicable.

[Prerequisites]

Introduction to Accounting is recommended to be studied as prerequisites.

Operations Management I

Dennis TACHIKI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 4/Tue.4 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

[Outline and objectives]

How did the “Made in Japan” image change from shoddy goods in the immediate post-war period to its high quality image today? In answering this question, the focus in Operations Management I is on the role of monozukuri: “making things.” It is important to emphasize monozukuri lies not in the product and the service itself, but in the design process. This process consists of “design information” aimed at “delighting customers” (product development), transcribing it on a “product architecture” (production) and transmitting this “sensory experience” to customers (marketing and sales). Fujimoto (2004) argues this is the key to a Japanese style of manufacturing.

Consequently the main objective of this course is to deepen the students’ understanding of these three aspects of the monozukuri process through case studies. In the first part, we begin with merging the “voice of the customer” with a company’s ‘intrinsic technology’ in new product/service design. In the second part, we will translate these needs and capabilities into operations processes in not only the manufacturing sector, but also the services sector. In the third part, we will examine the information systems underlying these processes in “delighting customers.” These “evolving deep layers in the design process of Japanese companies provide a window for analysing the current status of monozukuri as well as its possible future evolution.

[Goal]

By the end of this course, students should be able to:

- Read and write a case study.
 - THEORY: Understand the key concepts and principles constituting monozukuri.
 - METHODS: Apply the basic approaches guiding the monozukuri design process. In this connection, students will learn how to read and write a case study.
 - TOOLS: Use selected problem-solving techniques in pursuing monozukuri.
- These are some of the components of critical thinking so we can begin to “speak with facts and not by guts.”

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. This will be particularly the case in the second half of the semester. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc. In this course we will learn and use the case study method.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	MONOZUKURI	· Introduction to the Course and Syllabus · What is monozukuri? · What is a case study?
Week 2	PRODUCT DESIGN CASE STUDY: Developing Operations Strategies (1)	Customers and New Product/Service Design · QCD + S Function
Week 3	Developing Operations Strategies (2)	Strategy and Competitiveness · Knowledge Creating Company
Week 4	Developing Operations Strategies (3)	Process Design and Capacity Management · Kansei
Week 5	Developing Operations Strategies (4)	· Group Work
Week 6	Developing Operations Strategies (5)	· Case Study Presentations
Week 7	PRODUCT ARCHITECTURE CASE STUDY: Manufacturing and Service Flows (1)	Demand Management, Forecasting and Aggregate Planning · Integrated and Modular Architecture

Week 8	Manufacturing and Service Flows (2)	Material Requirements Planning and Facility Layouts · Kaizen Costing · U-Form Line, etc.
Week 9	Manufacturing and Service Flows (3)	· Lean Systems and Operations Scheduling · JIT/Kamban Delivery System · Heijunka · Jidoka · Group Work
Week 10	Manufacturing and Service Flows (4)	
Week 11	Manufacturing and Service Flows (5)	· Case Study Presentations
Week 12	HITTOZUKURI CASE STUDY: Controlling the Supply Chain (1)	Human Resources in Operations Management · Respect for Humanity · Skill Formation
Week 13	Controlling the Supply Chain (2)	Supplier Relations · Supplier-Lead Firm Relations (keiretsu) · Global Production Networks
Week 14	Controlling the Supply Chain (3)	Supply Chain Process Integration Model · Customer Satisfaction -> Delighting Customers · Integrating the Internal Customers -> Cross Functional Management

[Work to be done outside of class (preparation, etc.)]

- CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. At a minimum students should be able to explain what are the 5W1H for each case study.
- GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments.

[Textbooks]

The readings for this course will either be available on-line, through the library and/or handouts.

[References]

Joel D. Wisner. 2016 Operations Management: A Supply Chain Process Approach. Sage ISBN 9781483383064

[Grading criteria]

Students will be graded based on the following criterions:
15% Class participation
15% Assignments and Group work
70% Case Study (20%, 20% and 30%)

[Changes following student comments]

More instruction how to write case study.

[Equipment student needs to prepare]

Students are expected to bring to class a computer and/or smart phone to access the Internet.

[Others]

Students (or teams) should try to meet with the teacher at least once during the semester. Office hours will be announced at the first class.

[Prerequisite]

Introduction to Operations Management or Teacher’s permission

MAN200FB-A5534

Operations Management II

Dennis TACHIKI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 3/Tue.3 | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

[Outline and objectives]

Managing the flow of goods, people, money and information across national borders has become the new challenge for operations managers. So what if you are requested to evaluate and improve the operations management at a local company going global, how would you go about doing it? The traditional operations management answer is to focus on cost and speed issues; but in the 21st century, operations managers must also effectively respond to the challenges presented by globalization, sustainability, ethical conduct, effective communication, and system design. Doing this calls for operations managers to excel in the business, technical, and interpersonal aspects of their work as they actively support the mission and vision of their organization. In addressing these issues, the main objective of this course is to leverage the principles learned in the Introduction to Operations Management course and the tools/methods learned in Operations Management I course, to develop a PROJECT, selected by the students, that is applicable in the real world.

[Goal]

By the end of this course, students should be able to:

- ・ TEAMWORK: Understand the skills necessary to cooperate and coordinate an international Project.
- ・ PROJECT MANAGEMENT: Design and implement project-based operations management activities within a company and/or across national borders. In this connection, students will learn how to draft a Plan Design Matrix and related documents.
- ・ MANAGEMENT: Appreciate the emerging challenges faced by operations managers in a global economy.

[Which item of the diploma policy will be obtained by taking this class?]

This course is strongly related to the "D1-1", "D1-3", "D2-1", "D2-2", "D3", "D4" and "D5" diploma policies.

[Method(s)]

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc. In this course, particular attention is paid to an experiential learning approach where students plan and do, then check and reflect on their Projects. This will be particularly the case in the second half of the semester.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Course Introduction	<ul style="list-style-type: none"> ・ Syllabus ・ Project Management Case Studies
Week 2	Project Team	<ul style="list-style-type: none"> ・ Project Instructions ・ Team Formation ・ What is brainstorming?
Week 3	Project Theme	<ul style="list-style-type: none"> ・ Project Theme Brainstorming ・ Theme Discussion and Selection ・ Introduction to PDM (project design matrix)
Week 4	Project Design Matrix (1)	<ul style="list-style-type: none"> ・ Background Research ・ Background Research -> Narrative Summary ・ Outputs -> What is an Indicator? ・ Statement of Work -> Activities
Week 5	Project Design Matrix (2)	<ul style="list-style-type: none"> ・ Background Research -> Indicators, Means of Verification, Assumptions ・ PowerPoint Slide Format+ Alternative Software
Week 6	Workshop	<ul style="list-style-type: none"> Project Design Matrix Presentations ・ Presentation Skills ・ Root Cause Analysis
Week 7	Project "PLAN"	<ul style="list-style-type: none"> ・ Work Breakdown Structure ・ CPM/PERT Flow Chart ・ Critical Path Analysis
Week 8	PLAN (2)	<ul style="list-style-type: none"> ・ Evaluation and Monitoring ・ Staffing and Resources ・ Revise PDM

Week 9 PLAN (3)

- ・ What is a GANTT Chart?
- ・ Plan of Operation (PO)
- ・ 5W1H of GANTT Chart

Week 10 Workshop

- Project Mid-term Presentation
- ・ Mondai Ishiki
- ・ Data Collection

Week 11 Project "DO"

- ・ Simulation and/or Field Work Progress Report

Week 12 DO (2)

- ・ Kaizen Discussion
- ・ Simulation and/or Field Work Data Collection

Week 13 Project "CHECK"

- ・ Kaizen Discussion
- ・ Preliminary Impact Report
- ・ Data Analysis

Week 14 Project "ACTION"

- ・ Kaizen Discussion
- ・ Final Project Report Presentation
- ・ Kaizen: Reflection Discussion

[Work to be done outside of class (preparation, etc.)]

- ・ CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. Students are fore-warned they should allocate time outside the classroom to gather data, prepare reports and etc.
- ・ GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments.

[Textbooks]

The readings for this course will either be available on-line, through the library and/or handouts.

[References]

Joel D. Wisner. 2016 Operations Management: A Supply Chain Process Approach. Sage ISBN 9781483383064

[Grading criteria]

Students will be graded based on the following criterions:

- 15% Class participation
 - 15% Group work
 - 10% Project Theme Presentation and Report
 - 10% Project Design Matrix Presentation and Mid-term Report
 - 50% Final Project Report
- Late submission of assignments will result in a lowering of a student's grade.

[Changes following student comments]

Inclusion of more supplemental reading materials.

[Equipment student needs to prepare]

Students are expected to bring to class a computer and/or smart phone to access the Internet.

[Others]

Students (or teams) should try to meet with the teacher at least once during the semester. Office hours will be announced at the first class.

[Prerequisites]

Operations Management I or teacher's permission

MAN200FB-A5514

Organizational Behavior II

Makiko NISHIKAWA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 3/Wed.3 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

【Outline and objectives】

Organizational behavior (OB) seeks to understand human behavior in organizational contexts. This course (OB II) will focus on interactive behavior of people in organizations. Topics covered in OB II are; groups, communication, conflict, leadership, power, and trust. As the students' cultural backgrounds vary, comparative aspects will be emphasized.

【Goal】

Students will learn various concepts and theories of organizational behavior, mainly developed in the field of social psychology and sociology. They will also understand how cultural differences affect the attitudes and behavior of people in organizations. They will apply the knowledge and skills learnt in this course to their collective activities and experiences.

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to "Sociology", "Social Psychology" and the "D2-2", "D3" and "D4" diploma policies and fairly related to the "D1-1" and "D3" policies.

【Method(s)】

Each week will focus on a specific topic, and the concepts and theories relevant to the topic will be learnt and discussed. Students will be required to write short essays based on their own cross-cultural experiences, and present them in the class. DVD videos will also be utilized occasionally.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is OB? How will we learn it?
2	Groups1	Groups and identities
3	Groups2	DVD watching and discussion How do we behave as a group member?
4	Groups3	Ingroup and outgroup Discrimination against outgroup
5	Communication1	Communication process Verbal and non-verbal communication Face work and politeness
6	Communication2	Low-context and high-context cultures Expressing emotions
7	Conflict	Conflict process Cultural differences in expressing disagreement
8	Leadership1	DVD watching and discussion What is effective leadership?
9	Leadership2	Various approaches to leadership Trait theories Behavioral theories
10	Leadership3	Contingency theories
11	Leadership4	Contemporary theories Leadership and cultures
12	Power	Leadership and power Power distance and cultures Persuading others
13	Trust	Trust and cooperation Cultural differences in trusting others
14	Summary	Final report presentation Course summary

【Work to be done outside of class (preparation, etc.)】

Homework (e.g., writing short essays) will be given occasionally. Students should prepare a final report for presentation and submission.

【Textbooks】

No textbook will be used

【References】

Erin Meyer, 2015, *The Culture Map: Decoding how people think, lead, and get things done across cultures*, Public Affairs, US

【Grading criteria】

Participation to class and discussion 50%

Homework 20%

Final report and presentation 30%

【Changes following student comments】

Not applicable

【Others】

Important notice will be given through *Hetudes*.

OB I and OB II cover different topics, but it is highly recommended to take both.

Relevant to this course are; Introduction to Organizational Management, Organizational Management I/II, and Human Resource Management I/II.

【Prerequisite】

Students from the Japanese program should have a good command of English.

MAN200FB-A5511

Organizational Management I

Susumu NAGAYAMA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 3/Tue.3 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

【Outline and objectives】

This course offers basic theories and practices of organizational management. Forming an organization allows us to pursue higher, more difficult objects, which individuals cannot achieve in their own hands. On the other hand, an organization that is comprised of various types of members might confront problems, such as conflicts among members or handling decisions that no one wants to implement. These problems sometimes cause severe consequences to the organization. What kinds of management do we need to solve these problems, and activate organizations to be more effective and efficient? When it comes to managing the organization, we need to examine both micro-organizational mechanisms (i.e., individual and group mechanisms within the organization) and macro organizational mechanisms (i.e., the whole organization, external environment and dynamic process of the organization). We will study important topics on how to lead and design organization in the autumn term. Then, we study topics on how to manage the planning, organizational change and the external environment in the next spring term.

【Goal】

- (1) In your own words, you can explain the basic theories on organizational management to those who have not studied the organizational theories.
- (2) You can theoretically analyze the problems and practices of organizations, which are shown in the articles that you read on a daily basis.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

- Each class proceeds in the following order: learning topics, discussing cases (or engaging in short exercises), giving feedback, summarizing.
- To activate our discussions, making good points or asking questions during class is appreciated (and counts toward your grade).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Learning for Organizational Management (1)	Fundamentals of management
2	Learning for Organizational Management (2)	Dimensions of manager's skills
3	Learning for Organizational Management (3)	Historical background of organizational management
4	Leading (1): Leadership	Leadership styles, Situated leadership
5	Leading (2): Motivation	Content theories, Process theories
6	Leading (3): Team	Team building: Input-Process-Output model
7	Leading (4): Team dynamics	Group think, Escalation of commitment
8	Case discussion	Case discussion
9	Organizing (1)	Division of labor
10	Organizing (2)	Organizational design elements
11	Organizing (3)	Organizational culture as an integration tool
12	Organizing (4)	Social network theory
13	Organizing (5)	Theory of Social networks
14	Examination	Examination

【Work to be done outside of class (preparation, etc.)】

- Read assigned materials prior to each class when it is required.

【Textbooks】

None

【References】

- Daft, R., Murphy, J., & Willmott, H. (2014). Organization Theory and Design: An International Perspective (2nd ed.), Cengage Learning.
- Hitt, M., Black, J.S., and Pater, L. (2013). Management (3rd international ed.), Pearson.

- Robbins, S., De Cenzo, D., and Coulter, M. (2017). Fundamentals of Management (Global 10th ed.), Pearson.
- Robbins, S. and Coulter, M. (2016). Management (Global 13th ed.), Pearson.

【Grading criteria】

- (1) Class contribution: 20%
- (2) Case discussion: 30%
- (3) Examination: 50%

【Changes following student comments】

While class discussion or presentation is a good way for students to engage in each lecture, it was not enough to understand management theories deeply. To solve this problem, this class will conduct an examination at the last class.

【Others】

We embrace interactions — when discussing cases, engaging in exercises, and learning from the instructor.

Relevant courses: Introduction to Organizational Management, Introduction to Strategic Management, Strategic Management, Human Resource Management, and Japanese Innovation Management.

【Prerequisite】

None

ECN200FB-A5535

Principles of Macroeconomics

Naotsugu HAYASHI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

【Outline and objectives】

Macroeconomics analyzes the economy as a whole theoretically and empirically, focusing on the state and dynamic trend of the economy based on macroscopic aggregates such as national income and prices. This course explains in plain terms the macroeconomic system, theory and policy. The detailed themes of this course are the following;
What are national income and prices, and the system of national accounting? How do households and businesses manage income and consumption? How do companies make investments? How are equilibria determined in the product market, the money market, and the labor market? How does the government balance tax revenues and fiscal expenditures and conduct monetary and fiscal policies? How does the government stabilize business cycles and promote economic growth? It will be very easily understood even by students whose major is not economics.

【Goal】

The targets of this course for students are the followings:

- 1: To understand and explain more clearly and deeply macroeconomic concepts and theories,
- 2: To have more interest in and analyze actual macroeconomic problems such as an increase in income level, equality of income and asset, economic growth, business cycle, inflation and deflation, tax increase, zero interest rate policy, etc.,
- 3: To make use of these studies for the daily life and future job seeking.

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to the "D1-3", "D2-1" and "D2-2" diploma policies and fairly related to the "D3", "D4" and "D5" policies.

【Method(s)】

This course uses effectively a combination of lectures with Power Point slides, short quizzes, group discussions, short reports based on these discussions, to practice active learning. Each class is supposed to be interactive and each student is expected to prepare for classes by reading teaching materials beforehand, to take a part in classes actively, and to review the contents of classes.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
Class 1	Course Introduction and Overview	Introduction to this course.
Class 2	The Economy and Economics	To explain briefly fundamental notions and concepts of macroeconomics.
Class 3	Market economy and Money	To study basic notions and concepts of the market economy and money.
Class 4	National Income and National Accounting	To explain briefly basic concepts of national income and national accounting.
Class 5	Consumption and Savings	To study fundamental concepts and theories of consumption and savings.
Class 6	Investment and Capital	To explain basic concepts and theories of investment and capital.
Class 7	Equilibrium in the Product Market	To analyze how the equilibrium is determined in the product market.
Class 8	The Demand for and the Supply of Money	To study the demand for and the supply of money.
Class 9	IS=LM Analysis, Monetary and Fiscal Policies	To analyze simultaneous equilibrium in the product and money markets, monetary and fiscal policies.
Class 10	Labor Market and General Equilibrium	To study general equilibrium, including that in the labor market.
Class 11	Inflation, Deflation and Unemployment	To explain mechanisms of inflation, deflation and unemployment.
Class 12	Business Cycles	To analyze the processes of business cycles.
Class 13	Economic Growth	To investigate the processes of economic growth.
Class 14	Review and Final Examination	To review the classes and final exam.

【Work to be done outside of class (preparation, etc.)】

Readings should be completed before class.

【Textbooks】

Reading materials and other handouts will be distributed in class.

【References】

ECON 104 - INTRODUCTION TO MACROECONOMICS, David Colander, McGraw-Hill Education, 2016
Introduction to Macroeconomics, Stanley Fischer, McGraw-Hill College, 1988
The Cartoon Introduction to Economics 2: Macroeconomics, Grady Klein, Yoram Bauman, Hill & Wang Pub, 2010

【Grading criteria】

Students will be evaluated on attendance and class participation (15%), short reports based on group discussions (20%), and a final examination (65%).

【Changes following student comments】

Students' opinions will be appreciated.

【Equipment student needs to prepare】

Students should prepare a notebook.

【Prerequisites】

None

【Related Subjects】

Principles of Microeconomics

MAN200FB-A5530

Principles of Marketing

Junko KIMURA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

【Outline and objectives】

The theme of this class is to understand major Marketing theories and bridge them to specific phenomena. Companies and other organizations try differentiating themselves from competitors by creating customer values. The students of this class would be able to analyze the products and services in the real world with Marketing perspective.

【Goal】

By actively participating in this class, student can acquire the following skills:

- 1) Bridge theories to specific phenomena
- 2) Think logically
- 3) Use qualitative methodologies for research activities, and
- 4) Argue and explain findings to others

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Recently many companies struggle with difficulties to differentiate themselves with competitors. One of the reasons is that the change of customer needs. Customers not only ask for high quality/specification products but also they try to obtain “value”. What does value mean? This is the major topic of this class. Manufacturers, retailers and service providers try developing and innovating business model for creating customer value. Using specific case studies, students would learn theoretical frameworks and analytical concepts in order to apply them to the phenomena.

Students use qualitative methodologies, in specific interviews and fieldwork to gather primary data by using their own legs. (Students will not be permitted to use secondary data from the Internet unless it is allowed.)

Assignments will be given and each student will make his/her own presentation respectively. Group projects will be assigned for the final presentation. Each group will choose one product/service and research how it was successful by using Marketing theory the instructor indicates.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Basic Concepts of Marketing
2	What is Marketing?	Basic Concepts of Marketing
3	Three Dimensional Business Definition Model	Avoid Marketing myopia
4	SWOT analysis and value creation	Creating customer value
5	Theoretical framework	Philip Kotler's Marketing 1.0, 2.0 and 3.0
6	Midterm Presentation	Students groups present their research and findings
7	Product Development	Case Study: HOSEI original brand green tea
8	Product Development	Case Study: HOSEI original brand green tea
9	Price Management	Case Study: Starbucks and Dotour
10	Price Management	Case Study: Starbucks and Dotour
11	Promotion Management	Case Study: NIKE
12	Promotion Management	Case Study: NIKE
13	Place Management	Case Study: Supply chain management of IKEA
14	Final Presentation	Group project presentation

【Work to be done outside of class (preparation, etc.)】

Students need to contribute to class discussions by conducting

- 1)Project meetings with group members outside classroom
- 2)Fieldworks
- 3)Interviews to consumers and companies

【Textbooks】

No textbooks

【References】

Materials would be distributed in class.

【Grading criteria】

- 1)Class Participation (Remarks and arguments you make in class)70
- 2)Group Project 20
- 3)Individual Assignment 10

【Changes following student comments】

Students in the previous year appreciated practical activities and this class also works on project with practitioners and/or companies.

【Equipment student needs to prepare】

Personal Computer with PPT and WORD

【Others】

Please do not use smartphone/PC for SNS or emails which is not related to class activities as it shows disrespect to the class and downgrades yourself.

【Prerequisites】

Introduction to Marketing needs to be studied as prerequisites.

【】

The theme of this class is to understand major Marketing theories and bridge them to specific phenomena. Companies and other organizations try differentiating themselves from competitors by creating customer values. The students of this class would be able to analyze the products and services in the real world with Marketing perspective.

ECN200FB-A5536

Principles of Microeconomics

Rika TAKAHASHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

【Outline and objectives】

This class aims to help with the understanding of basic concepts and analytical methods of microeconomics at the introductory level. It focuses on decision-making of individuals and firms and the allocation of scarce resources in society. Topics are Supply and Demand, Equilibrium, Welfare Economics, The Role of Government in Markets, Markets and Competition, and Market Failure. Also, how microeconomics principles are applicable to the real world issues as well as to other academic fields will be discussed.

【Goal】

By the end of the course, students will be expected to:

- (1) Understand key economic models.
- (2) Understand key concepts in the textbook.
- (3) Acquire basic skills in order to make graphs and mathematical formulas.
- (4) Solve problem sets.
- (5) Evaluate daily life topics and current economic and business news from the viewpoint of microeconomic theory.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

This course consists mainly of lectures and subsequent exercises. After understanding the basic idea of microeconomics, students will solve problems and take quizzes in class. Also, problems will be assigned as homework. Students are required to use the online learning software, MindTap, to do homework. All materials including lecture notes will be posted on either MindTap or Hosei's class support online system, "Hétudes".

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction	Guidance on syllabus, semester schedule, usage of online materials, and class rules.
Week 2	Supply and Demand 1	Basic model using supply and demand curves.
Week 3	Supply and Demand 2	Changes in market outcomes, given changes in the demand and supply curves.
Week 4	Elasticity	Analysis using elasticity; "Do technological innovations increase the revenue of firms?"
Week 5	Markets and Welfare 1	Measurement of consumer surplus.
Week 6	Markets and Welfare 2	Measurement of producer surplus.
Week 7	Supply, Demand, and Government Policies 1	Price controls; effects of minimum wage and legislation on market outcomes.
Week 8	Supply, Demand, and Government Policies 2	Taxes; effects of taxation on market outcomes.
Week 9	Government Policies and Welfare	The deadweight losses of taxation.
Week 10	Markets and Competition	Perfectly competitive markets and market efficiency.
Week 11	Market Failures 1: Overview	Imperfectly competitive markets and market inefficiency.
Week 12	Market Failures 2: Externalities	Externalities and market inefficiency.
Week 13	Market Failures 3: Imperfect Competition	Introduction to Game Theory; firms' decision making under interdependence.
Week 14	Review and Final Exam	Review and Final Exam.

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the assigned textbook before class and do homework after class.

【Textbooks】

Mankiw, G. N. (2017) Principles of Economics (8th edition), Cengage Learning.

The Mankiw's textbook and accompanying online materials are the same materials used in the Introduction to Japanese Economy class. Students who have already paid for annual use of these materials in the 2019 spring semester do not need to purchase them again. Other students should not purchase the textbook until the first class meeting. Details will be given at that time.

【References】

Other supplementary materials will be provided during the semester.

【Grading criteria】

Class participation: 20%

Homework and exercises: 40%

Final exam: 40%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

Students are expected to bring a computer in class to access the online materials.

【Prerequisites】

This course is highly related to Introduction to Japanese Economy and Principles of Macroeconomics. Students are strongly encouraged to take them before or after taking this course.

MAN200FB-A5549

Seminar

Kazufumi MISAWA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月 4/Mon.4 | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

[Outline and objectives]

This course introduces students to the skills required to observe, interpret, and function appropriately within the range of Japanese-style management as well as global business contexts. Lectures and hands on learning activities are designed to familiarize students with developing hypotheses, methods, and analytical approaches to field based investigations (i.e. Genchi-Genbutsu, Go and see for yourself).

Major course objectives are;

- To introduce the student to field based learning
- To use field observations and literature in developing insightful and testable research questions
- To document, and analyze field data in a rigorous and responsible manner
- To practice critical and analytical thinking as well as communication of research findings
- To implement a working understanding and appreciation for the synthesis of experiential and classroom learning.
- To develop attitudes, work habits, methods, and techniques essential to the successful completion of field study in general.

[Goal]

On successful completion of this course students should be able to:

- Demonstrate confidence and proficiency in the accurate collection and analysis of observational data
- Communicate results obtained from primary data collected in the field, either in written or presentation format
- Describe the processes required for the successful development and implementation of a field based research work
- Demonstrate a capacity for self-guidance, establishment of priorities, and dealing with uncertainty in the execution of field studies

[Which item of the diploma policy will be obtained by taking this class?]

This course is strongly related to the "D1-1", "D2-2", "D3" and "D4" diploma policies.

[Method(s)]

In keeping with Genchi-Genbutsu (Go and see for yourself) learning model, this course is designed to involve students in a range of field research work that requires them to use inductive and deductive reasoning processes to gain a better and more critical understanding of Japanese-style management as well as global business. Throughout the semester this course relies on lectures, field work, required readings, which provide students experience in developing testable hypotheses, experimental design, and field data collection techniques. Students use written reports and oral presentations to communicate results from field work.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction	Course overview
2	Reading assignments on Products Innovation	Each student prepares slides about own reading assignments, and present them at our class.
3	Reading assignments on Services Innovation	Each student prepares slides about own reading assignments, and present them at our class.
4	Reading assignments on Digital Innovation (or joint site visit)	Each student prepares slides about own reading assignments, and present them at our class (or, alternatively, we will plan a joint site visit).
5	Develop own research topic on Products Innovation	Students may either develop their own research topic based on their interest, or they may approach the instructor for assistance in developing a topic. In conjunction with the instructor, students develop appropriate methods to analyze and interpret the results of their investigations.
6	Conduct a public information based research work on Products Innovation	Each student conducts an intensive research work based upon public information, i.e. literature, web sites, books, etc.

7	Present own findings at our class on Products Innovation	Each student presents his/her findings to class peers in an oral presentation format. Students will submit their presentation decks to the instructor by email the night before his/her presentation.
8	Conduct a field research work on Products Innovation	Each student conducts an intensive observation/interview/data collection to get his/her perspective about the study questions.
9	Present own findings at our class on Products Innovation	Each student presents his/her findings to class peers in an oral presentation format. Students will submit their presentation decks to the instructor by email the night before his/her presentation.
10	Develop own research topic on Services Innovation	Students may either develop their own research topic based on their interest, or they may approach the instructor for assistance in developing a topic. In conjunction with the instructor, students develop appropriate methods to analyze and interpret the results of their investigations.
11	Conduct a public information based research work on Services Innovation	Each student conducts an intensive research work based upon public information, i.e. literature, web sites, books, etc.
12	Present own findings at our class on Services Innovation	Each student presents his/her findings to class peers in an oral presentation format. Students will submit their presentation decks to the instructor by email the night before his/her presentation.
13	Conduct a field research work on Services Innovation	Each student conducts an intensive observation/interview/data collection to get his/her perspective about the study questions.
14	Present own findings at our class on Services Innovation	Each student presents his/her findings to class peers in an oral presentation format. Students will submit their presentation decks to the instructor by email the night before his/her presentation.

[Work to be done outside of class (preparation, etc.)]

Like other small courses you might take at Hosei University, your participation in our class is essential. Additionally, missing class deprives your classmates of your insights into and experiences with the topics we're discussing. With this in mind, I expect you to attend all class meetings, and actively participate in class. Missing more than three classes will have a negative impact on your grade. In essence, you are responsible for pacing yourself and organizing these steps on your own.

[Textbooks]

Due to this course purpose, regular textbooks are not in use. Instead, appropriate handouts for each topic would be shared in accordance with the guidance by the instructor.

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Class participation (including presentations): 100%

[Changes following student comments]

We will encourage highly interactive learnings during this course.

[Others]

This course is relevant in content to the courses "Special Topics in Global Business A", "Special Topics in Global Business B", "Introduction to Organizational Management", "Strategic Management", "Workshop II".

発行日：2019/5/1

The instructor of this course has more than 30-year experience at global companies such as Accenture, Siemens, Toshiba.

Any questions or comments would be highly appreciated during each class.

[Prerequisites]

To be able to take this course;

-Demonstrate an acceptable result and/or progress of your academic performance

-Demonstrate your intention of proactive participation in this course

MAN200FB-A5548

Seminar

Kazufumi MISAWA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月 4/Mon.4 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

【Outline and objectives】

This course introduces students to the skills required to observe, interpret, and function appropriately within the range of Japanese-style management as well as global business contexts. Lectures and hands on learning activities are designed to familiarize students with developing hypotheses, methods, and analytical approaches to field based investigations (i.e. Genchi-Genbutsu, Go and see for yourself).

Major course objectives are;

- To introduce the student to field based learning
- To use field observations and literature in developing insightful and testable research questions
- To document, and analyze field data in a rigorous and responsible manner
- To practice critical and analytical thinking as well as communication of research findings
- To implement a working understanding and appreciation for the synthesis of experiential and classroom learning.
- To develop attitudes, work habits, methods, and techniques essential to the successful completion of field study in general.

【Goal】

On successful completion of this course students should be able to:

- Demonstrate confidence and proficiency in the accurate collection and analysis of observational data
- Communicate results obtained from primary data collected in the field, either in written or presentation format
- Describe the processes required for the successful development and implementation of a field based research work
- Demonstrate a capacity for self-guidance, establishment of priorities, and dealing with uncertainty in the execution of field studies

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

In keeping with Genchi-Genbutsu (Go and see for yourself) learning model, this course is designed to involve students in a range of field research work that requires them to use inductive and deductive reasoning processes to gain a better and more critical understanding of Japanese-style management as well as global business. Throughout the semester this course relies on lectures, field work, required readings, which provide students experience in developing testable hypotheses, experimental design, and field data collection techniques. Students use written reports and oral presentations to communicate results from field work.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	Reading assignments on Corporate Strategy	Each student prepares slides about own reading assignments, and present them at our class.
3	Reading assignments on Business Strategy	Each student prepares slides about own reading assignments, and present them at our class.
4	Reading assignments on Market Strategy(or joint site visit)	Each student prepares slides about own reading assignments, and present them at our class (or, alternatively, we will plan a joint site visit).
5	Develop own research topic on Corporate Strategy	Students may either develop their own research topic based on their interest, or they may approach the instructor for assistance in developing a topic. In conjunction with the instructor, students develop appropriate methods to analyze and interpret the results of their investigations.
6	Conduct a public information based research work on Corporate Strategy	Each student conducts an intensive research work based upon public information, i.e. literature, web sites, books, etc.

7	Present own findings at our class on Corporate Strategy	Each student presents his/her findings to class peers in an oral presentation format. Students will submit their presentation decks to the instructor by email the night before his/her presentation.
8	Conduct a field research work on Corporate Strategy	Each student conducts an intensive observation/interview/data collection to get his/her perspective about the study questions.
9	Present own findings at our class on Corporate Strategy	Each student presents his/her findings to class peers in an oral presentation format. Students will submit their presentation decks to the instructor by email the night before his/her presentation.
10	Develop own research topic on Business Strategy	Students may either develop their own research topic based on their interest, or they may approach the instructor for assistance in developing a topic. In conjunction with the instructor, students develop appropriate methods to analyze and interpret the results of their investigations.
11	Conduct a public information based research work on Business Strategy	Each student conducts an intensive research work based upon public information, i.e. literature, web sites, books, etc.
12	Present own findings at our class on Business Strategy	Each student presents his/her findings to class peers in an oral presentation format. Students will submit their presentation decks to the instructor by email the night before his/her presentation.
13	Conduct a field research work on Business Strategy	Each student conducts an intensive observation/interview/data collection to get his/her perspective about the study questions.
14	Present own findings at our class on Business Strategy	Each student presents his/her findings to class peers in an oral presentation format. Students will submit their presentation decks to the instructor by email the night before his/her presentation.

【Work to be done outside of class (preparation, etc.)】

Like other small courses you might take at Hosei University, your participation in our class is essential. Additionally, missing class deprives your classmates of your insights into and experiences with the topics we're discussing. With this in mind, I expect you to attend all class meetings, and actively participate in class. Missing more than three classes will have a negative impact on your grade. In essence, you are responsible for pacing yourself and organizing these steps on your own.

【Textbooks】

Due to this course purpose, regular textbooks are not in use. Instead, appropriate handouts for each topic would be shared in accordance with the guidance by the instructor.

【References】

The supplementary reading materials and/or websites would be shared appropriately.

【Grading criteria】

Class participation (including presentations): 100%

【Changes following student comments】

We will encourage highly interactive learnings during this course.

【Others】

This course is relevant in content to the courses "Special Topics in Global Business A", "Special Topics in Global Business B", "Introduction to Organizational Management", "Strategic Management", "Workshop II".

発行日：2019/5/1

The instructor of this course has more than 30-year experience at global companies such as Accenture, Siemens, Toshiba.

Any questions or comments would be highly appreciated during each class.

[Prerequisites]

To be able to take this course;

-Demonstrate an acceptable result and/or progress of your academic performance

-Demonstrate your intention of proactive participation in this course

MAN200FB-A5551

Seminar

Keiko OKAMOTO

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 5/Wed.5 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

【Outline and objectives】

Students will learn Japanese history of the latter half of the twentieth century by looking at Japanese consumers (from the textbook): food, clothing, and household goods acquired through shopping and leisure activities. Students will also learn about a business whose strategies were consumer oriented and that fought against norms and regulations of the time. There will be two fieldtrips to explore everyday life and businesses in Japan.

【Goal】

By exploring everyday life in Japan in the latter half of the twentieth century, students will learn how Japanese adopted and adjusted to Western life styles during Japan's high-economic growth period.

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to "Sociology" and the "D2-1", "D2-2", "D3", "D4" and "D5" diploma policies.

【Method(s)】

Textbook readings & summarizing (homework)

Lectures, discussions, & presentations in class. After studying the contents of the textbook, students will visit related sites to visually understand them through guided tours

Students will also learn essay writing, starting with topic selection, research, abstract writing, and draft writing.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Review of the Fall Semester	Japanese Consumers from the Edo Period to the end of WWII
2	Chapter 6	Japanese consumers 1950-1970
3	Chapters 7 & 8	Japanese consumers 1980-2000
4	Fieldtrip 1	Tokyo Waterworks Historical Museum
5	Essay Writing 1	Essay Writing, Field Trip Report
6	Delivering the Goods 1	Yamato Holdings: Company Overview
7	Delivering the Goods 2	Yamato Truck Company Business (-1970s)
8	Delivering the Goods 3	Takkyubin Business (-1980s)
9	Delivering the Goods 4	Takkyubin Expansion (to the present)
10	Fieldtrip 2	Haneda Chronogate
11	Essay Writing 2-1	Topic Selection Research
12	Essay Writing 2-2	Abstract writing
13	Essay Writing 2-3	Draft Writing & Group Discussion
14	Essay Writing 2-4	Final Paper

【Work to be done outside of class (preparation, etc.)】

Readings and homework.

Preparation of class projects and summary writing.

Research for essay writing.

【Textbooks】

Textbooks are available in the Hosei Library.

Franks, Penelope (2009), *The Japanese Consumer: An Alternative Economic History of Modern Japan*, Cambridge University Press. ISBN978-0-521-87596-7

Ogura, Masao. translation by Noble, David (2004), *Delivering the goods: entrepreneurship and innovation in a Japanese corporation*. Tokyo, International Library Trust : International House of Japan, 2004 (original: 小倉昌男 (1999) 経営学)

【References】

Students will search books and articles using the Hosei Library service.

【Grading criteria】

Japanese Consumer: Homework, class presentation & participation 20%

Delivering the goods: Homework, class presentation & participation 20%

Fieldtrip Reports 20%

Essay Writing: Topic selection & research, abstract, draft, and final paper 40%

【Changes following student comments】

N/A.

【Equipment student needs to prepare】

PowerPoint may be used for the class projects and Word for essay writing.

【Others】

Class attendance is important.

【Prerequisites】

None

MAN200FB-A5550

Seminar

Keiko OKAMOTO

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 水 5/Wed.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 2~4
Notes :

[Outline and objectives]

This class provides the background history of marketing for the Japanese by looking at their everyday life. Students will gain a better understanding how the Japanese market has been growing for the last 150 years.

[Goal]

Students will learn about Japanese consumer behavior; what they ate, how they dressed, the household goods they acquired and their shopping and leisure activities from the late 18th century to the end of the 20th century. Students also learn how history is connected to current business in Japan.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

Textbook readings, lectures, and groupwork.
Field trips and essay writings.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction	Course overview. Time frame of the history of Japan.
2	Chapters 1 & 2	Shopping in the city in the Tokugawa period.
3	Chapter 2	Urban life and the emergence of consumers.
4	Chapter 3	The development of the rural economy.
5	Chapters 2 & 3 Field trip or other activities.	Field trip.
6	Chapters 2 & 3	Field trip essay writing.
7	Chapter 4	Shopping in the industrializing world.
8	Chapter 5.	Living with modernity: shopping during the inter-war period.
9	Clothing	Japanese traditional clothing and Western clothing.
10	Chapters 4 & 5 Field trip or other activities.	Field trip.
11	Chapters 4 & 5	Field trip essay writing. Group Project topic selection.
12	Group Project & Individual work	Select a research paper.
13	Group Project & Individual work	Summary writing.
14	Group Project Presentation and wrap up	Presentation and wrap up.

[Work to be done outside of class (preparation, etc.)]

Readings, summary writings, and presentation preparation.

[Textbooks]

Penelope Franks (2009), *The Japanese Consumer: An Alternative Economic History of Modern Japan*, Cambridge University Press. ISBN978-0-521-87596-7

Hosei Library has one copy. (on reserve)

[References]

Will be advised in class.

[Grading criteria]

Attendance and reaction paper, - 40%

Homework and presentation - 25%

Field work activities and related assignments - 25%

Group project - 10%

Students will get points on each assignment. The total points will be 100 points. Students will get points depending on the quality of their work. No show or no submissions without notice will get zero points.

[Changes following student comments]

This seemed a history class from the syllabus, but the topic actually was related to marketing and consumer behavior.

[Equipment student needs to prepare]

Smartphone or computer.
PowerPoint.

[Others]

The Fall Semester covers the Edo period to the early Showa period and the Spring Semester covers the post World War II era to the present.

[Prerequisites]

None

[]

This class provides the background history of marketing for the Japanese by looking at their everyday life. Students will gain a better understanding how the Japanese market has been growing for the last 150 years.

MAN200FB-A5531

Service Management

Junko KIMURA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

【Outline and objectives】

The theme of this class is to research and understand Service Management theories from both Marketing and consumer behavior perspectives.

Organizations and companies would differentiate themselves from competitors only when they create customer values. The students of this class learn the logic of value creation.

【Goal】

By actively participating in this class, students can acquire the following skills:

- 1) bridge theories to specific phenomena
- 2) think logically
- 3) use qualitative methodologies for research, and
- 4) argue and explain theoretical and practical findings to others

【Which item of the diploma policy will be obtained by taking this class?】

This course is fairly related to the "D1-1", "D2-1", "D2-2" and "D3" policies.

【Method(s)】

Recently many researchers in Marketing focus on Service Management regarding it as competitive advantage. Not only service industry but also manufacturers and retailers try developing and innovating business model for creating customer value.

Using specific phenomena related to customer value creation in Japan and other countries, students will learn theoretical frameworks and apply them to the phenomena to explain the reality.

Students will use qualitative methodologies, mainly interviews and fieldwork to gather primary data to make presentations by using their own legs. (Students will not be permitted to use secondary data from the Internet unless it is statistical data.)

Assignments will be given and each student will make his/her own presentation respectively. Group projects will be assigned for the final presentation. Each group will choose one product/service and research how the company was successful in Service Profit Chain perspective.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Basic Concepts of Marketing: From Product Oriented to Customer oriented Marketing
2	What is Marketing?	Basic Concepts of Marketing: Creating Customer Value
3	Marketing myopia	Avoid Marketing Myopia
4	Marketing myopia	Creating customer value
5	Service Profit Chain	Theoretical framework of Service Profit Chain: Understanding Theory
6	Service Profit Chain	Theoretical framework of Service Profit Chain: Application
7	Midterm Presentation	Students groups present their research question and findings
8	Service Innovation	Case Study: CRAI (1/2)
9	Service Innovation	Case Study: CRAI (2/2)
10	Intercultural Service Management	Case Study: Panasonic and Fnac (1/2)
11	Intercultural Service Management	Case Study: Panasonic and Fnac (2/2)
12	OMOTENASHI	Case Study: Kyoto KAGAI (1/2)
13	OMOTENASHI	Case Study: Kyoto KAGAI (2/2)
14	Final Presentation	Students groups present their research and findings

【Work to be done outside of class (preparation, etc.)】

Students need to contribute to class discussions by conducting

- 1) Project meetings with group members outside classroom
- 2) Fieldworks
- 3) Interviews toward consumers and companies

【Textbooks】

No textbooks

【References】

Materials would be distributed in class.

【Grading criteria】

Grade is decided with three components

- 1) Class Participation (Arguments and remarks you make in class)70%
- 2) Group Project (peer evaluation) 20%
- 3) Individual Assignment 10%

【Changes following student comments】

1) Each student's contribution to group work varies and we should solve the issue adding new criteria such as "individual's contribution on the group.

2) The students of the previous semester were pleased to work on the group project with actual company (BARILLA Japan) and argue with the practitioners would find another company for collaboratively work on a certain issue.

【Equipment student needs to prepare】

Personal Computer with PPT and WORD

【Prerequisites】

Introduction to Marketing and Principles of Marketing are recommended to be studied as prerequisites.

【】

The theme of this class is to research and understand Service Management theories from both Marketing and consumer behavior perspectives.

Organizations and companies would differentiate themselves from competitors only when they create customer values. The students of this class learn the logic of value creation.

Special Topics in Global Business A

Kazufumi MISAWA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

【Outline and objectives】

This course is a series of lectures and site visits, and structured to give students some of the basic, fundamental understandings on Japanese-style management.

Each class should be interactive and practical in order to bridge the gap between management theories and real-world practices.

This course should be of particular interest to those interested in understanding typical management practices/methods at Japanese companies such as Kaizen (continuous and incremental improvements), as well as history/DNA of Japanese major companies such as Toyota, Nintendo, Sony.

【Goal】

The course provides relevant knowledge and skills for students who will pursue career paths for either manufacturing or services sector. More specifically, this course is conducted with the following objectives.

- Present a clear view of some highlights for Japanese business today
- Present useful information on Japanese-style management skills
- Encourage the students to accelerate personal growth by discussing relevant topics each other

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to the "D1-1", "D2-2" and "D3" diploma policies and fairly related to the "D4" policy.

【Method(s)】

The course uses a combination of lecture, video, site visits, and discussions for students to connect course material to current events in Japan.

To pursue the course objective most effectively, each registered student has to prepare a reaction paper at the end of several lectures. The reaction paper offers students the opportunity to reflect on key learnings.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Course overview	While providing students opportunities to overview key management topics in Japan (which may slightly vary from term to term), the focus of discussion should be how Japanese companies tackle complex, business issues to achieve strategic goals.
2	5S principles as a Kaizen approach	-5S (Sort, Set, Shine, Standardize, Sustain) -TOTO toilet (Washlet) example
3	Standardizations for Kaizen executions	-Toyota's 7 wastes, Muda/Muri/Mura
4	Five-whys	-JICA Ethiopian case -Root cause analysis -Team exercises
5	Site visit	-Tokyo Station Shinkansen platform cleaning staff -There have only seven minutes between arrival and departure to clean the world's fastest train
6	The Japanese style of management	-Asian vs. Western -Hunter vs. Farmer
7	Quality control in Japan	-QCD (Quality, Cost, Delivery) trade-off -Honda example
8	Mid-term reflection session	-Reading and sharing contents of "Taiichi Ohno's workplace management", a book of Toyota
9	Field research (1)	-Preliminary discussions about an assigned research theme -Formulation of research questions
10	Field research (2)	-Site visit -Intensive observations and data collections
11	Field research (3)	-Group presentations -Class discussions

12	Monozukuri (a Japanese-style, high-quality manufacturing)	-Japanese auto makers -Toyota production system
13	Innovations from Japan	-Nintendo -Sony
14	Term-end reflection session	-Individual, short presentation on his/her term-end reflection -Class discussions

【Work to be done outside of class (preparation, etc.)】

Background readings related to the topic and active participation by students should be expected.

The student is required to conduct a presentation by individual on his/her term-end reflection. The student must submit the completed presentation material by specified due date.

【Textbooks】

Due to this course purpose, regular textbooks are not in use. Instead, appropriate handouts for each topic would be shared in accordance with the guidance by the instructor.

【References】

The supplementary reading materials and/or websites would be shared appropriately.

【Grading criteria】

Class participation: 75%

Term-end presentation: 25%

【Changes following student comments】

We will continue to encourage highly interactive learnings during this course.

【Others】

To make site visits as well as field research work during this course highly productive and effective, the size of class might be limited appropriately.

This course is relevant in content to the course "Special Topics in Global Business B".

The instructor of this course has more than 30-year experience at global companies such as Accenture, Siemens, Toshiba.

Any questions or comments would be highly appreciated during/after each class.

【Prerequisites】

None

MAN100FB-A5544

Special Topics in Global Business A

Kazufumi MISAWA

Term : | Credit(s) : 2 | Day/Period : 木 3/Thu.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

【Outline and objectives】

This course is a series of lectures and site visits, and structured to give students some of the basic, fundamental understandings on Japanese-style management.

Each class should be interactive and practical in order to bridge the gap between management theories and real-world practices.

This course should be of particular interest to those interested in understanding typical management practices/methods at Japanese companies such as Kaizen (continuous and incremental improvements), as well as history/DNA of Japanese major companies such as Toyota, Nintendo, Sony.

【Goal】

The course provides relevant knowledge and skills for students who will pursue career paths for either manufacturing or services sector. More specifically, this course is conducted with the following objectives.

- Present a clear view of some highlights for Japanese business today
- Present useful information on Japanese-style management skills
- Encourage the students to accelerate personal growth by discussing relevant topics each other

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course uses a combination of lecture, video, site visits, and discussions for students to connect course material to current events in Japan.

To pursue the course objective most effectively, each registered student has to prepare a reaction paper at the end of several lectures. The reaction paper offers students the opportunity to reflect on key learnings.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Course overview	While providing students opportunities to overview key management topics in Japan (which may slightly vary from term to term), the focus of discussion should be how Japanese companies tackle complex, business issues to achieve strategic goals.
2	5S principles as a Kaizen approach	-5S (Sort, Set, Shine, Standardize, Sustain) -TOTO toilet (Washlet) example
3	Standardizations for Kaizen executions	-Toyota's 7 wastes, Muda/Muri/Mura -JICA Ethiopian case
4	Five-whys	-Root cause analysis -Team exercises
5	Site visit	-Tokyo Station Shinkansen platform cleaning staff -There have only seven minutes between arrival and departure to clean the world's fastest train
6	The Japanese style of management	-Asian vs. Western -Hunter vs. Farmer
7	Quality control in Japan	-QCD (Quality, Cost, Delivery) trade-off -Honda example
8	Mid-term reflection session	-Reading and sharing contents of "Taiichi Ohno's workplace management", a book of Toyota
9	Field research (1)	-Preliminary discussions about an assigned research theme
10	Field research (2)	-Formulation of research questions -Site visit -Intensive observations and data collections
11	Field research (3)	-Group presentations -Class discussions

12	Monozukuri (a Japanese-style, high-quality manufacturing)	-Japanese auto makers -Toyota production system
13	Innovations from Japan	-Nintendo -Sony
14	Term-end reflection session	-Individual, short presentation on his/her term-end reflection -Class discussions

【Work to be done outside of class (preparation, etc.)】

Background readings related to the topic and active participation by students should be expected.

The student is required to conduct a presentation by individual on his/her term-end reflection. The student must submit the completed presentation material by specified due date.

【Textbooks】

Due to this course purpose, regular textbooks are not in use. Instead, appropriate handouts for each topic would be shared in accordance with the guidance by the instructor.

【References】

The supplementary reading materials and/or websites would be shared appropriately.

【Grading criteria】

Class participation: 75%

Term-end presentation: 25%

【Changes following student comments】

We will continue to encourage highly interactive learnings during this course.

【Others】

To make site visits as well as field research work during this course highly productive and effective, the size of class might be limited appropriately.

This course is relevant in content to the course "Special Topics in Global Business B".

The instructor of this course has more than 30-year experience at global companies such as Accenture, Siemens, Toshiba.

Any questions or comments would be highly appreciated during/after each class.

【Prerequisites】

None

MAN200FB-A5539

Special Topics in Management A

Keiko OKAMOTO

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水 4/Wed.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 2~4
Notes :

【Outline and objectives】

Students will learn current global fashion businesses and textile/apparel companies in the world by observing historical and geographical development of the industries. Students will also discuss future possibilities of these businesses. Moreover, by observing recent business trends, students will understand the present problems of the global fashion business. Finally, an independent project will cover emerging e-commerce.

【Goal】

Students will research global fashion companies and compare their strategies. Students will also learn companies' responsibilities affected by the present political-legal, economic, and social-cultural environments.

In discussions, students will gain abilities to share, present, and judge ideas developed from their studies.

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to the "D1-1", "D2-1", "D2-2", "D4" and "D5" diploma policies and fairly related to the "D3" policy.

【Method(s)】

Homework, Lectures, Case Studies, Discussions, Workshops, and Class Projects, Presentations & Essay writing.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction Fashion Business	Course overview Japan, Europe, and United States
2	Japanese Fashion Business 1	Strategic differences between Fast Retailing and Aداstria
3	Japanese Fashion Business 2	Apparel, textile manufacturers and SPA retailers.
4	Japanese Fashion Business 3	Trading houses and wholesalers. Their recent strategies towards apparel retailers.
5	American Fashion Business 1	American textiles and apparel industries. Fighting with imports.
6	American Fashion Business 2	Levi's and GAP, their histories and strategies. Costing and a target retail price.
7	American Fashion Business 3	Class Project 1. discussion, presentation, and essay writing.
8	European Fashion Business 1	Haute Couture, and Pret-a-Porter. What is mass-production?
9	European Fashion Business 2	Dior, Chanel, YSL, etc. Designers, brands, and capitalists. Gucci, Prada, Coach, etc. Quality control & quality assurance.
10	Global Fashion Business 1.	Nike, Abercrombie & Fitch, etc. Recent trends in Code of Conduct and Corporate Social Responsibilities.
11	Global Fashion Business 2.	Emerging Islamic Fashion. Individual project.
12	Global Fashion Business 3.	Zara & H&M. Why is Fast Fashion fast and inexpensive? Product development and production.
13	E-Commerce	Class Project 2 Discussion & Presentation.
14	Japanese Kimono Business	The kimono fashion & kimono textiles. The kimono in the global art scene.

【Work to be done outside of class (preparation, etc.)】

Homework: readings, essay writings, internet searching, and presentation preparation.

【Textbooks】

N/A

【References】

Kunz, Grace I., Garner, Myrna B. Going Global: The Textile and Apparel Industry. Fairchild Books, 2016.

Cline, Elizabeth I. Overdressed: The Shockingly High Cost of Cheap Fashion. 2012

Rivoli, Pietra. The Travels of a T-shirt in the Global Economy: an Economist Examines the Markets, Power and Politics of World Trade. John Wiley & Sons, Inc. 2005.

Thomas, Dana. Deluxe: How Luxury Lost its Luster. Penguin Books Ltd. 2007.

【Grading criteria】

Class Participation & Reaction Paper 40%

Class project (group) 20%

Class Project (individual) 20%

Essay Writing 10%

Homework 10%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

PowerPoint may be used for the class presentation.

【Others】

Class attendance is important.

【Prerequisites】

None

MAN200FB-A5517

Strategic Management

Kazufumi MISAWA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 2/Wed.2 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

【Outline and objectives】

This course introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, analyses, organizational processes, skills and business judgement every business person must use to devise strategies, and maximize long-term profits in the face of uncertainty and competition.

The course emphasizes the value and process of strategic management. It is designed to explore an organization's vision, mission, examine principles, techniques and models of organizational and environmental analysis, discuss the theory and practice of strategy formulation and implementation.

【Goal】

The course is designed specifically not only to introduce students with key strategy concepts but also aims to help students to integrate and apply their prior learning to various business situations.

On completion of this course, students will be able to understand the strategic decisions that organizations make and have an ability to engage in strategic planning. Also, students will be able to explain the basic concepts, principles and practices associated with strategy formulation and implementation.

The course design does not rely only on abstract theories; rather it involves broad live examples. The idea is to appeal to students on a practical level and provide insight and meaningful information for them to succeed in their future "working life".

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course uses a combination of lecture, video, class discussions, individual/group work and presentations for students to connect course material to current events and/or day-to-day operations. Each class should be interactive and practical in order to bridge the gap between management theories and real-world practices.

To pursue the course objective, for instance, each registered student has to prepare a reaction paper at the end of several lectures. The reaction paper offers students the opportunity to reflect on key learnings.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Overview	Course introduction and preview of strategy development work and key strategy toolkit
2	Step 1: Look ahead to the future	Strategic Business Unit (SBU) Definition -PESTEL Analysis -Scenario Planning -Disruptive Technologies
3	Step 2: Prioritize your focus areas	SBU Segmentation and Industry Scope -Identifying Key Segments -The Value Chain -Benchmarking
4	Step 3: Understand your current position	Evaluation of Structural Attractiveness -The Strategic Condition Matrix -The Five Forces -Blue Ocean Strategy
5	Step 4: Sketch out the direction to your goal	Evaluation of Competitive Position -Three Generic Strategies -Value Disciplines -Deriving Key Success Factors
6	Step 5: Fine-tune the direction to your goal	Strategic Conditions -The Corporate Portfolio -SWOT Analysis -Emergent Strategy
7	The mid-term reflection session	Group work on the mid-term reflection

8	Step 6: Mobilize available resources	Key Issues of Strategic Thrusts -Issue Analysis -The 7S Framework -The 4Ps Marketing Mix Growth Opportunities
9	Step 7: Continue to pursue growth	-The Product/Market Matrix -The 80/20 Principle -Profit from the core
10	Step 8: Articulate the vision and mission	Vision and Strategic Options -Core Ideology -Core Competences -VRIN model
11	Step 9: Systematize the way of executions	Operations Management -Digital transformation -Outsourcing -Business Process Redesign
12	Step 10: Monitor and manage difficulties	Organizational Management -Mergers/Acquisitions/Alliances -The Knowledge Spiral -The Eight phases of change
13	The term-end reflection session	Group work on the term-end reflection
14	The term-end reflection session (continued)	Individual, short presentation on his/her term-end reflection

【Work to be done outside of class (preparation, etc.)】

Background readings related to the topic and active participation by students should be expected.

The student is required to make an individual, short presentation on his/her term-end reflection. The student must submit the completed term-end presentation material by specified due date.

【Textbooks】

Due to this course purpose, regular textbooks are not in use. Instead, appropriate handouts for each topic would be shared in accordance with the guidance by the instructor.

【References】

The supplementary reading materials and/or websites would be shared appropriately.

【Grading criteria】

Class participation: 75%

Term-end reflection presentation: 25%

【Changes following student comments】

We will continue to encourage highly interactive learnings during this course.

【Others】

This course is relevant in content to courses "Introduction to Strategic Management", "Introduction to Organizational Management", and "Workshop II". Neither relevant course should be prerequisites for taking this course because we will review relevant contents of both courses during this course.

The instructor of this course has more than 30-year experience at global companies such as Accenture, Siemens, Toshiba.

Any questions or comments would be highly appreciated during/after each class.

【Prerequisites】

None

MAN100FB-A5542

Workshop I

Keiko OKAMOTO

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 4/Wed.4 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

【Outline and objectives】

The purpose of this course is to understand the significance of Japanese products that Japanese companies deal with and their strategic differences depending on their products and customers.

【Goal】

Students will learn international business between companies, large and small, through guest speakers' business experiences. Students will also study operational differences that they should consider when they do business with people with a different cultural background.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

During the course, five guest speakers will introduce how they convey their products to their customers. What are their marketing strategies? Why are their products superior to their competitors? A discussion will be held after each presentation. Students will also do background research and follow up activities on each speaker's topic. Students will write essays (reaction papers) on what they learned from the speakers.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview, Student presentation on his/her internship experience.
2	Artistic Sense and Business I Guest Speaker	Commercial Art, Healing Art, and Public Art as business.
3	Artistic Sense and Business II	Student introduction of Commercial Art, Healing Art, or Public Art of home country.
4	Adding Value to Products I	Intellectual properties (IPs)
5	Adding Value to Products II Guest Speaker	Why should IP be protected?
6	An Indian Fashion Company Targets the Japanese Market I	Background research of related companies.
7	An Indian Fashion Company Targets the Japanese Market II Guest Speaker	Strategies doing business with Japanese fashion retailers.
8	An Indian Fashion Company Targets the Japanese Market III Introduction to Fashion Tech I	Introduce fashion companies, fashion tech companies, and fashion e-commerce companies in home country.
9	Fashion Tech I (con't) Guest Speaker	How to start an IT company in Japan? What can IT do for a fashion company?
10	Fashion Tech II	IT business variety Summary of IT businesses
11	Marketing Electric Power Plants in the Global Economy I	Background research on Mitsubishi Hitachi Power Systems, Ltd., a subsidiary of Mitsubishi Heavy Industries.
12	Marketing Electric Power Plants in the Global Economy II Guest Speaker	Challenges for multiple companies working together for a project.
13	Marketing Electric Power Plants in the Global Economy III	Introduce Joint Venture in home country.
14	Wrap up	Essay Reviews.

【Work to be done outside of class (preparation, etc.)】

Web & library research and readings, and PowerPoint preparation, etc.

【Textbooks】

N/A.

【References】

N/A.

【Grading criteria】

Class participation and reaction paper - 40%

Homework - 40%

Presentation & Essay writing- 20%

Students will get points on each assignment. The total points will be 100 points. Students will get points depending on the quality of their work. No show or no submissions without notice will get zero points.

【Changes following student comments】

Guest speaker topics are more important than English skills. The instructor will provide support to help students to understand guest speaker information.

【Equipment student needs to prepare】

Smartphone or computer.

PowerPoint.

【Others】

Class attendance is important.

Guest speakers are subject to change. Details will be updated on the first day of class.

【Prerequisites】

None

【Career background of the lecturer】

The instructor had worked in the Textile/Apparel and Retail/Distribution industries in the global environment.

The class is trimmed for students to meet business people who established his or her reputation in the respective industry.

【】

The purpose of this course is to understand the significance of Japanese products that Japanese companies deal with and their strategic differences depending on their products and customers.

MAN100FB-A5543

Workshop II

Kazufumi MISAWA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

【Outline and objectives】

One of most important skills which companies want from business students is Digital Business Management. This course is structured to give students basic, fundamental understandings of digital impact on businesses. The course provides students with a wide variety of contemporary topics in digital technology and management, most of which have been in ongoing discussion inside many companies globally. Each class should be interactive and practical in order to bridge the gap between theories and real-world practices.

In particular, topics in this term will include;

- Internet of Things (IoT)
- Artificial Intelligence (AI)
- Robotics
- Digital Engineering
- etc.

【Goal】

To present a clear view of digital technology' roles in Japanese/global businesses today, this course takes the digital management point of view with emphasizing the creation and implementation of strategically important initiatives in organizations. The course should be of particular interest to those interested in understanding IT related issues which most companies are facing with, and involving themselves with practices which are likely to play a major role.

【Which item of the diploma policy will be obtained by taking this class?】

This course is strongly related to the "D1-1", "D2-2" and "D4" diploma policies and fairly related to the "D1-4" and "D3" policies.

【Method(s)】

The course uses a combination of lecture, video, individual/group work, and class discussions for students to connect course material to current events in business.

At the class, we learn and use some of workshop facilitation techniques such as brainstorming, paired listening, working in pairs or trios, etc. Students are strongly encouraged to take proactive roles at each class workshop.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	Topic #1 Digital technology and global market trends	-IoT highlights -AI highlights -Robotics highlights
3	Topic #1 Digital technology and global market trends	-The consumer of the future -Demographic shifts -Behavioral trends
4	Topic #1 Digital technology and global market trends	-Commercial excellence case examples -Nike -Netflix
5	Topic #2 Digital transformation	-IoT application examples in industrial sectors -Airlines cases -Automotive cases
6	Topic #2 Digital transformation	-Macro forces driving digital transformation -Customer needs shift -Data as advantage
7	Topic #2 Digital transformation	-Best practice examples -Google case -Nike case
8	Topic #3 Factory of the future	-Digital Engineering -Computer-aided design -Collaboration tools
9	Topic #3 Factory of the future	-3-D printing -Advanced robotics -case examples
10	Topic #3 Factory of the future	-Industry 4.0 -Implications to Japanese companies
11	Topic #4 Digital operations	-AI trends -Big data trends -Case examples

12	Topic #4 Digital operations	-Augmented reality -Virtual reality -Case examples
13	Topic #4 Digital operations	-From lean to digital -The digital disruption of operations
14	Term-end reflection session	-Individual, short presentation on his/her term-end reflection -Class discussions

【Work to be done outside of class (preparation, etc.)】

Background readings related to the topic and active participation by students should be expected.

The student is required to conduct a short presentation by individual on his/her term-end reflection. The student must submit the completed presentation material by specified due date.

【Textbooks】

Due to this course purpose, regular textbooks are not in use. Instead, appropriate handouts for each class would be shared in accordance with the guidance by the instructor.

【References】

The supplementary reading materials and/or websites would be shared appropriately.

【Grading criteria】

Class participation: 75%

Term-end presentation: 25%

【Changes following student comments】

We will encourage more interactive learnings among class students based upon comments on previous year reaction papers.

【Others】

This course is relevant in content to "Special Topics in Global Business B" and "Strategic Management". Neither relevant course should be prerequisites for taking this course.

The instructor of this course has more than 30-year experience at global companies such as Accenture, Siemens, Toshiba.

Any questions or comments would be highly appreciated during each class.

【Prerequisites】

None

LANe100LA

Academic Literacy A

Thomas G. Power

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 1/Tue.1 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

【Outline and objectives】

This course entitled Academic Literacy A aims to provide students with opportunities to think critically and to express their own thoughts and opinions effectively on a variety of topics in paragraphs, essays, and presentations. Students will use English to learn about cultural and social issues related to Japan and other cultures from a number of perspectives.

【Goal】

Students will read short articles on various topics related to sociology, education, Japanese culture, and mass media. They will learn to gather information and to impart their findings in short paragraphs; they will also research a wider topic, adopt a point of view, and express their ideas in a multi-paragraph essay. In addition, students will learn how to research a topic and to give presentations.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

This course is divided into four parts. (a) Students will read out loud short articles in a pairwork exercise. (b) Students will learn how to gather information, cite sources, and write the results of their findings in logically organized paragraphs and summaries. (c) Students will learn how to write and format a multi-paragraph composition on a pre-selected topic. (d) Students will learn how to research topics they have selected and to present their findings in small groups.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction	Course Outline, Assessment criteria
Week 2	Unit 1: Belonging to a Group	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Paragraph Format and Structure
Week 3	Chapter 1 Marriage, Family, and the Home	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Paragraph Format and Structure
Week 4	Chapter 2 The Power of the Group	Discussion Skills Presentations Skills Peer Evaluation
Week 5	Unit 2: Gender in Society	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Paragraph Format and Structure
Week 6	Chapter 3 Gender Roles	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Paragraph Format and Structure
Week 7	Chapter 4 Gender Issues Today	Discussion Skills Presentations Skills Peer Evaluation
Week 8	Unit 3: Media and Society	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Essay Format and Structure
Week 9	Chapter 5 Mass Media Today	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Essay Format and Structure
Week 10	Chapter 6 Impact of the Media on Our Lives	Discussion Skills Presentations Skills Peer Evaluation
Week 11	Unit 4: Breaking the Rules	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Essay Format and Structure
Week 12	Chapter 7 Crime and Criminals	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Essay Format and Structure
Week 13	Chapter 8 Controlling Crime	Discussion Skills Presentations Skills Peer Evaluation
Week 14	Review and Final Assessment	Comments

【Work to be done outside of class (preparation, etc.)】

Students are required to practice all assigned readings at home so they can be spoken and read fluently in class. All student presentations are to be researched outside class and reflect students' research. Most presentations will have both a written and visual component.

【Textbooks】

Academic Encounters 3: Life in Society, (Reading and Writing) 2nd Edition, Jessica Williams, Kristine Brown, and Susan Hood, Cambridge University Press, 2012. ISBN 978-1-107-65832-5

【References】

Students are expected to consult grammar texts and dictionaries in preparation for the weekly readings and small group discussion. References will vary depending on the subject matter of the students' presentations. The instructor will make research suggestions.

【Grading criteria】

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework and written assignments 40%

Presentations 40%

【Changes following student comments】

Not applicable.

LANe100LA

Academic Literacy B

Thomas G. Power

Subtitle：Academic Literacy II

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 1/Tue.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

Building on the skills learned in Academic Literacy A, this course aims to help first year students to further develop transferable academic skills essential for university studies.

【Goal】

Students continue to learn how to conduct library research, and read and listen to more advanced academic texts and lectures, while practicing critical thinking, note-taking, and referencing skills. Based on the class materials (e.g. readings, lectures) as well as individual research, students will develop the skills to participate in group discussions and give longer, well-supported presentations.

Please bring the results of any “Standardised Test” you have completed (e.g. TOEFL[®], TOEIC[®], IELTS[®] or Eiken) to the first class in April.

【Which item of the diploma policy will be obtained by taking this class?】

【Grading criteria】

Participation 20%.
Written assignments 40%
Presentations 40%

【Changes following student comments】

Not Applicable.

【Method(s)】

Based on the class materials (e.g. readings, lectures) as well as individual research, students will develop the skills to participate in group discussions and give short presentations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction	Course outline, Assessment criteria,
Week 2	Contextualizing (Networks)	Listening Speaking
Week 3	Contextualizing	Reading Writing
Week 4	Referencing (Innovation)	Listening Speaking
Week 5	Referencing (Innovation)	Reading Writing
Week 6	Comparison and Contrast (Consumption)	Listening Speaking
Week 7	Comparison and Contrast (Consumption)	Reading Writing
Week 8	Argument and Evidence (Crime)	Listening Speaking
Week 9	Argument and Evidence (Crime)	Reading Writing
Week 10	Problem and Solution (Energy)	Listening Speaking
Week 11	Problem and Solution (Energy)	Reading Writing
Week 12	Cause and Effect (Progress)	Listening Speaking
Week 13	Cause and Effect (Progress)	Reading Writing
Week 14	TED Presentation	Compare social presentation to an Academic Presentation Discuss topic

【Work to be done outside of class (preparation, etc.)】

Short homework assignments and in-class worksheets will be assigned.

【Textbooks】

Oxford EAP - A course in English for Academic Purposes (Intermediate B1+), Edward de Chazal & Louis Rogers, Oxford University Press.

Supplementary materials and handouts will also be provided by the instructor.

【References】

Students are expected to consult grammar texts and dictionaries in preparation for the weekly reading/dialogue session. References will vary depending on the subject matter of the students' presentations. The instructor will make research suggestions.

CAR200LA

Career Development Skills

Hiroyuki Fujimura, Masao YAMASAKI

Subtitle：Career Development Skills

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 1/Thu.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

For the students who have big interests about working in Japan, we clarify Japanese social problems and deepen our understanding for Japanese companies.

The aim of this class is to construct your own career plan through understanding present Japanese situation.

[Goal]

- 1 To understand Japanese social problems
- 2 To understand characteristics of Japanese companies
- 3 To construct own career plan

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

In each class, the main method to be conducted is group discussion after short lecture. Through such group work, you may be aware of different ways of thinking and even differences on values, which would be useful to consider your own career plan.

So you are required to take part in discussions actively to create good give and take relations with your colleague.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation	To explain the outline and aims of the class. Introduction of students' present career plan
2	Changes of the Japanese society 1	Impact of the aging society
3	Changes of the Japanese society 2	Progress in diversification of employees
4	Characteristics of Japanese companies 1	Myths of a Japanese style of human resource management
5	Characteristics of Japanese companies 2	Membership-based employment
6	Characteristics of Japanese companies 3	Gap between regular employees and non-regular employees
7	Characteristics of Japanese companies 4	Recruitment of new graduates and mid-careers
8	Guest Speaker's lecture 1	Essential hints to work in Japanese organization
9	Characteristics of Japanese companies 5	Evaluation system
10	Characteristics of Japanese companies 6	Employment of older workers
11	Tasks facing Japanese companies 1	Long overtime work without pay
12	Tasks facing Japanese companies 2	Work style reform
13	Guest Speaker's lecture 2	A foreigner's experiences studying in a Japanese university and working for Japanese companies
14	Summary of classes and ending report	Summary of CDS lectures and Rethinking own career plan

[Work to be done outside of class (preparation, etc.)]

The students are expected to read short papers for each class.

[Textbooks]

Short papers will be provided.

[References]

None

[Grading criteria]

Class participation and attitude 40%
Group discussion and presentation 40%
Final report 20%

[Changes following student comments]

Not available.

]

For the students who have big interests about working in Japan, we clarify Japanese social problems and deepen our understanding for Japanese companies.

The aim of this class is to construct your own career plan through understanding present Japanese situation.

LANe100LA

College Writing A

TBA

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 金 1/Fri.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

[Outline and objectives]

[Goal]

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

[Active learning in class (Group discussion, Debate.etc.)]

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
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[Work to be done outside of class (preparation, etc.)]

[Textbooks]

[References]

[Grading criteria]

[Changes following student comments]

LANe100LA

College Writing B

Mark E FIELD

Subtitle：College Writing II

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 1/Fri.1 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

[Outline and objectives]

Building on the skills learned in College Writing A, this course will focus on expanding students' textual/contextual interpretation skills and applying them to the organization and writing of a major research paper. The course will review the fundamentals of formal writing used in academic and professional settings and discuss the specific vocabulary, conventions, and styles of writing particular to university research and professional communications. We will then reconsider the outlining and structuring of essays and professional correspondence as well as practice preparing a variety of formal written forms.

[Goal]

This course aims to build competence in the following tasks:

1. Planning and organizing a major research paper
2. Choosing, evaluating, and using academic sources
3. Building on previous research in developing original research contribution
4. Proofreading, editing, and revising research papers
5. Researching information from class materials and outside sources
6. Writing essays in an academic style (APA Style for this course)
7. Discussing reading material topics in small groups
8. Making in-class presentations in an academic style
9. Synthesizing information and ideas
10. Expressing opinions and supporting those positions with objective evidence (obtained through research), and anecdotal evidence (obtained via personal and/or cultural experiences).

[Which item of the diploma policy will be obtained by taking this class?]

各学部のディプロマ・ポリシーのうち、以下に関連している。経営学部：DP3、人間環境学部：DP2

[Method(s)]

Each class consists a short interactive lecture, demonstration, or discussion of a writing principle or format followed by a writing, editing, or rewriting exercises, and/or in-class discussions. We will often work together on such exercises, both in small groups and as a whole class. We will also share and edit each other's writing, so students should grow accustomed to both giving and receiving constructive feedback on assignments.

Review/Readings: Each week will address a different reading and writing assignment. Students should review the week's assignment and complete assigned exercises before class.

Participation: As there are many different ways of writing well, learning how to write requires cooperation with others in sharing opinions on style, organization, and argument. Thus, your active participation is required to enable not only your own development but also that of your peers. So naturally, attendance and participation in class is critical and a key part of your course assessment (see formal grading criteria).

Assignments: One or more writing exercises will be assigned each week. Students should both bring a hard copy of the assignment to class and/or submit an electronic copy to the instructor via email depending on the assignment, and specific instructions. Assignments submitted by email should be attached in doc or docx format. Label your attached file with the class, assignment number, and your name according to the following model CWB-Assign#2Name.

Final Research Paper: This is the primary task of the course and one of the main forms of assessment. The final research paper should be no less than 2500 words, excluding a bibliography (Times New Roman, 12-pt. font, double spaced [10 pages]). It should be submitted in hardcopy and electronic form, according to the example: CWB-Assign#2Name

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Course Reorientation:	Getting acquainted, initial in-class writing, Introduction of the Obituary Genres. Formal Writing Assignment #1

Week 2	Breath: The Latin Root: Spirare APA OWL Purdue Video	Rewriting Initial in-class handwritten writing samples, Discussion questions on three Obituaries. Reading Assignment on Redesigning Life, Formal Writing Assignment #2 Annotated Bibliography for Redesigning Life APA style
Week 3	Research I: Creating a reading list	OpenLibrary.org Springer.com APA OWL Purdue Video
Week 4	Research III: Research skills (library visit to research online databases) Writing a critique	OpenLibrary.org Springer.com ** Swales & Feak, Unit 5; (pp. 188-225)
Week 5	Research III: Research skills (library visit to research online databases) Writing a critique Research IV: Collecting and summarising sources (review citation styles if needed)	** Barnet, Bellanca, Stubbs, Chapter 7; (pp. 115-135) * Swales & Feak, Unit 5; (pp. 188-225) APA OWL Purdue Video MLA OWL Purdue Video Lester, Chapters 8d, 8e, 8f
Week 6	Essay Structure I: Writing a review of your sources	"A student protester's guide to last minute essay writing" Lester, Chapter 8g * Swales & Feak, Unit 8; (pp. 327-378)
Week 7	Essay Structure II: Research questions and narrowing your focus	** Barnet, Bellanca, Stubbs, Chapter 10; (pp. 190-194) Lester, Chapter 10a, 10b
Week 8	Essay Structure III: Introduction and thesis statements	** Barnet, Bellanca, Stubbs, Chapter 9; (pp. 162-180) Lester, Chapter 12a
Week 9	Special Working Session: Individual or group report on progress	* Barnet, Bellanca, Stubbs, Chapter 10; (pp. 202-238)
Week 10	Essay Structure IV: Working with data (how to match data with thesis; "they say/I say" paradigm Data commentary	* Swales & Feak, Unit 4; (pp. 139-183) Lester, Chapter 12b
Week 11	Essay Structure V: Conclusions and situating future research	Lester, 12c
Week 12	Editing I: Organisation How revising, editing, and proofreading works	** Petelin, Chapter 11; (pp. 264-287) * Smith, Pre-test; (pp. 1-10) Lester, 13a
Week 13	Editing II: Peer editing	Lester, 13a
Week 14	Editing III: Refining arguments Final Presentations	Lester, 13a

[Work to be done outside of class (preparation, etc.)]

Students are expected to prepare weekly homework assignments at home, and review materials covered in previous lectures at home to enhance their participation in classroom activities and discussions. Students are also expected to do independent research, i.e., find and analyze information from various English medium mass media sources and academic resource materials during the preparation of their Research Papers.

[Textbooks]

The instructor will provide some course reading material during the semester.

The optional text for this course is below:

A Short Guide to College Writing, Fifth Edition.

Sylvan Barnet, Pat Bellanca, and Marcia Stubbs. 2013. Pearson Longman. ISBN: 10: 0205238610

[References]

Resources will be drawn from the texts below:

Proofreading, Revising, & Editing Skills Success in 20 Minutes A Day, 1st Edition. Brady Smith. 2003. LearningExpress, LLC. ISBN: 1-57685-466-3.

Professional Editorial Standards: Knowledge, skills, and practices most commonly required for editing English-language material. Editors' Association of Canada. 2016.

Writing Tools: 55 Essential Strategies for Every Writer, 10th Edition. Roy Peter Clark. 2006. Little, Brown and Company. ISBN: 978-0-316-01498-4.

A Writer's Reference with Resources for Multilingual Writers and ESL, 7th Edition. Diana Hacker and Nancy Sommers. 2011. Harvard University. ISBN: 0-312-60143-3.

How Writing Works: A Field Guide to Effective Writing. Roslyn Petelin. 2016. Allen & Unwin. ISBN: 978-1-92526-691-7.

Longman Academic Writing Series: Essays to Research Papers, 5th Edition. Alice Oshima and Ann Hogue. 2014. Pearson Longman. ISBN: 0132912740.

Academic Writing for Graduate Students: Essential Tasks and Skills. 3rd Edition. John M. Swales and Christine B. Feak. 2012. University of Michigan 2012. ISBN: 978-0472-03475-8.

Academic Vocabulary in Use. Michael McCarthy. 2008. Cambridge University Press. ISBN: 0521689392.

Writing Research Papers: A Complete Guide. 14th Edition Lester, Jim D., and James D. Lester. 2011. Longman. ISBN: 0205059333.8.

[Grading criteria]

30% In-class Participation

30% Written Assignments

40% Final Research Paper

Class attendance is a course requirement. Students are allowed no more than six absences in the semester. The "In-class Participation" part of the assessment is directly connected, but not totally dependent on class attendance, in most cases. Students are allowed 3 absences without penalty. However, students with 4 or more absences will automatically lose half of their possible "In-class Participation" points, and students with 6 absences will lose all their potential "In-class Participation" points.

[Changes following student comments]

Not Applicable

[Others]

Online Resources

Critical Thinking Skills

- Becoming a Critic of your Thinking
- Glossary of Critical Thinking Terms
- Universal Intellectual Standards
- Valuable Intellectual Traits
- Distinguishing between Inferences and Assumptions
- Thinking with Concepts

Debate topics for analysis, research, and modelling can be found on the following websites:

- <http://www.intelligencesquared.com/>
- <http://www.intelligencesquaredus.org/>
- http://idebate.org/view/top_100_debates

Analytical Skills

• Analytical Reasoning Skills Involved in Graduate Study: Perceptions of Faculty in Six Fields

- Facilitate Independent, Critical & Creative Thinking
- Learnhigher: Free Teaching & Learner Resources for Staff in UK Higher Education

• All Tools and Worksheets: Oregon State University

• Matrix Chart (sample)

EAP Resources

- TOEFL Independent Writing Rubric
- Speaking Assessment Rubrics
- Presentation Peer Assessment Rubrics
- Group Project Collaboration Assessment Rubric
- Building a Better Mousetrap: Replacing Subjective Writing Rubrics with More Empirically-Sound Alternatives for EFL Learners
- 12 Project Management & Collaboration Tools
- EAP Resources Bank
- EAP Toolkit: elanguages.ac.uk
- EAP Links: Resources for EAP Teachers/Lecturers
- EAP Related Websites: Links to EAP Journals, Online Learning, Resources and Useful Organisations
- OWL Purdue Online Writing Lab
- Free I-Phone Dictionary Apps: The Free Dictionary, Dictionary.com, Urban Dictionary

Time Management Resources for Course Activities

- 7 Management Tips for Students
- Managing your Workload: University of Oxford
- Time Management Online Workshop: University of Waterloo
- Managing Your Time: Dartmouth College
- University Time Management: York University
- Study Guides & Strategies

• Time Management Planners and Forms: Federation University Australia

• 8 Steps to Effective Time Management for Students: When to Study and How to Organise your Prep Time (with quiz)

[]

Building on the skills learned in College Writing A, this course will focus on expanding students' textual/contextual interpretation skills and applying them to the organization and writing of a major research paper. The course will review the fundamentals of formal writing used in academic and professional settings and discuss the specific vocabulary, conventions, and styles of writing particular to university research and professional communications. We will then reconsider the outlining and structuring of essays and professional correspondence as well as practice preparing a variety of formal written forms.

CAR100LA

Elementary Career Development

TBA

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 1/Thu.1 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

【Outline and objectives】

Some students from foreign countries may have a keen interest in working for Japanese companies or having some business relation to Japan in the future. The main purpose of this class is to understand yourselves as well as basic knowledge on Japan's peculiar work culture and circumstances as the first step to make your own career plan.

【Goal】

- 1.To understand yourselves from the viewpoints of your interest, values and direction for work.
- 2.To understand Japan's peculiar work culture and circumstances.
- 3.To build the basis of your own career plan, including your four-year campus life plan in HOSEI university.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

In each class, the main method to be conducted is group discussion after short lecture. Through such group work, you may be aware of different ways of thinking and even differences on values, which would be useful to consider your own career plan.

So you are required to take part in discussions actively to create good give and take relations with your colleague.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation	To explain the outline and aims of the class. You are required to introduce yourselves shortly.
2	Guest Speaker's lecture 1	Essential hints to work in Japanese organization
3	Changes of the Japanese society	Impact of the aging society
4	Characteristics of Japanese companies	Myths of a Japanese style of human resource management
5	Understanding yourselves	To analyze yourselves with a work-sheet
6	Identifying your interest	To analyze your interest with a work-sheet
7	Understanding your strengths	To analyze your strengths both from academic viewpoints and past activities with a work-sheet
8	Goals and objectives for this year	To determine your short-term objectives for this year in Japan with a work-sheet
9	Analyzing your values on work	To analyze your values for work with value cards
10	Identifying your work preferences	To identify your work preference with work-sheets
11	Guest Speaker's lecture 2	Human resources management in Japanese firms
12	Guest Speaker's lecture 3	A foreigner's experiences studying in a Japanese university and working for Japanese companies
13	Four-year campus life plan	To consider and write down your campus life plan in HOSEI Univ, with a work-sheet
14	Summary of classes and ending report	Summary of ECD lectures and making own career plan

【Work to be done outside of class (preparation, etc.)】

Materials which you are required to read through will be shown in each class.

【Textbooks】

Hand out will be provided.

【References】

Books and papers will be shown in classes.

【Grading criteria】

Class participation and attitude 40%

Group discussion and presentation 40%

Final report 20%

【Changes following student comments】

Not available.

【】

Some students from foreign countries may have a keen interest in working for Japanese companies or having some business relation to Japan in the future. The main purpose of this class is to understand yourselves as well as basic knowledge on Japan's peculiar work culture and circumstances as the first step to make your own career plan.

LANj100LF

Elementary Foreign Languages A

Sonoko YAMAMOTO

Subtitle：(J1)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

- ・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。
- ・かんじを 50 ぐらい よんだり かいたりすることが できます。
- ・CEFR の A1 レベルの ちからが つきます。

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。きほんできな ぶんぼうや、かんじ、ことばなども べんきょうします。

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7 Mid-term Exam (L1-L6)
Lesson 7 ①

Mid-term Exam (L1-L6)

L7. It's beautiful photograph, isn't it? (describing things and states using adjectives)

kanji 3

ちゅうかんテスト (L1-L6)

L7. きれいな シャリンですね

かんじ 3

L7(2)

8 Lesson 7 ②
Lesson 8 ①

L8. Where is Mt.Fuji? (asking and telling the location of people/things)

kanji 4

L8. ふじさんは どこに ありますか

かんじ 4

L8(2)

9 Lesson 8 ②
Lesson 9

L9. What kind of sports do you like? (expressing preferences /reasons)

kanji 5

L9. どんな スポーツが すきですか

かんじ 5

L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe)

kanji 6

L10. わたしは わたなべさんに おちゃを ならいました

かんじ 6

11 Lesson11

L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives)

kanji 7

L11. とうきょうと ソウルと どちらが さむいですか

かんじ 7

12 Lesson12

L12. How was your trip? (expressing impressions on past events)

kanji 8

L12. りょこうは どうでしたか

かんじ 8

13 Lesson13
Lesson14 ①

L13. We want something to eat, don't we? (expressing what you want and want to do)

L14. My hobby is listening to music(talking about hobbies)

kanji 9

L13. なにかたべたいですね

L14. わたしの しゅみは おんがく

を きくことです

かんじ 9

14 Lesson14 ②
Final Exam(L7-L14)

L14(2)

kanji 10

Final Exam(L7-L14)

かんじ 10

きまつテスト (L7-L14)

[Work to be done outside of class (preparation, etc.)]

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『だいち I メインテキスト』スリーエーネットワーク (2,800円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000円+税) 978-4883194773

[References]

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいはできません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

LANj100LF

Elementary Foreign Languages A

Yuka HASEGAWA

Subtitle：(J2)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんにおちやを ならいました かんじ 2

3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、 16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよつとさわってもいいですか かんじ 6
7	Lesson16、 17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじよから もらった T シャツです かんじ 11
12	Lesson20、 21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめが ふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、 22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくって くれました かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうをしてください。

かんじとぶんぼうのしゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

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『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300 円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい との こうりゅう の きかい を ことし も もちたい です。

ごいリスト と ごいクイズ を すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラス に とうろく して、しゅう 3 かい、しゅっせき してください。

LANj100LF

Elementary Foreign Languages A

Sakiko NAKAZAWA

Subtitle：(J3)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そうごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 150 ぐらい よんだり かいたり することができます。

・CEFR の A2 +レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、25	
3	Lesson25、26	
4	Lesson26、27	
5	Lesson27、28、29	

6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうにはいろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convinient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くいのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かったのに... L40. むすこを じゅくにかせたいんですが... L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	
8	Lesson31、32	
9	Lesson33、34	
10	Lesson34、35	
11	Lesson36、37	
12	Lesson37、38	
13	Lesson39、40	
14	Lesson40 Review Final Exam(L31-L40)	

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

『DAICHI II main textbook』3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar note2』3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday). Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいは できません

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 とうごう I (げつようび)、J3 とうごう II (かようび)、J3 とうごう III (きんようび) がセットです。ぜんぶの クラスにとうろくして、しゅう3かい、しゅっせきしてください。

いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることを すすめます。

LANj100LF

Elementary Foreign Languages B

Sonoko YAMAMOTO

Subtitle：(J1)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

- ・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。
- ・かんじを 50 ぐらい よんだり かいたりすることができます。
- ・CEFR の A1 レベルの ちからがつきます。

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。きほんできな ぶんぼうや、かんじ、ことばなども べんきょうします。

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7 Mid-term Exam (L1-L6)
Lesson 7 ①

Mid-term Exam (L1-L6)

L7. It's beautiful photograph, isn't it? (describing things and states using adjectives)

kanji 3

ちゅうかんテスト (L1-L6)

L7. きれいな シャリンですね

かんじ 3

L7(2)

L8. Where is Mt.Fuji? (asking and telling the location of people/things)

kanji 4

L8. ふじさんは どこにありますか

かんじ 4

L8(2)

L9. What kind of sports do you like? (expressing preferences /reasons)

kanji 5

L9. どんな スポーツが すきですか

かんじ 5

L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe)

kanji 6

L10. わたしは わたなべさんに おちゃを ならいました

かんじ 6

L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives)

kanji 7

L11. とうきょうと ソウルと どちらが さむいですか

かんじ 7

L12. How was your trip? (expressing impressions on past events)

kanji 8

L12. りょこうは どうでしたか

かんじ 8

L13. We want something to eat, don't we? (expressing what you want and want to do)

L14. My hobby is listening to music(talking about hobbies)

kanji 9

L13. なにかたべたいですね

L14. わたしの しゅみは おんがく

を きくことです

かんじ 9

L14(2)

kanji 10

Final Exam(L7-L14)

かんじ 10

きまつテスト (L7-L14)

8 Lesson 7 ②
Lesson 8 ①9 Lesson 8 ②
Lesson 9

10 Lesson10

11 Lesson11

12 Lesson12

13 Lesson13
Lesson14 ①14 Lesson14 ②
Final Exam(L7-L14)

[Work to be done outside of class (preparation, etc.)]

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。
かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

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『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000円+税) 978-4883194773

[References]

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいはできません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

LANj100LF

Elementary Foreign Languages B

Hiroyuki KANEKO

Subtitle：(J2)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんにおちやを ならいました かんじ 2

3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、 16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよつとさわってもいいですか かんじ 6
7	Lesson16、 17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじよから もらった T シャツです かんじ 11
12	Lesson20、 21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめが ふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、 22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくらしてください かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうをしてください。

かんじとぶんぼうのしゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

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『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300 円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい との こうりゅう の きかい を ことし も もちたい です。

ごいリスト と ごいクイズ を すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラス に とうろく して、しゅう 3 かい、しゅっせき してください。

LANj100LF

Elementary Foreign Languages B

Yuka HASEGAWA

Subtitle：(J3)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 150 ぐらい よんだり かいたり することができます。

・CEFR の A2 +レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、25	
3	Lesson25、26	
4	Lesson26、27	
5	Lesson27、28、29	

6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうにはいろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convinient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうとおもって かったのに... L40. むすこを じゅくにかせたいんですが... L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	
8	Lesson31、32	
9	Lesson33、34	
10	Lesson34、35	
11	Lesson36、37	
12	Lesson37、38	
13	Lesson39、40	
14	Lesson40 Review Final Exam(L31-L40)	

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

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【References】

とくにありません

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).
Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 せうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいはでません

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい と の こうりゅう の きかい を ことしも もちたい です。

ごいりすと と ごいクイズ を すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだい があります。

[Others]

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 せうごう I (げつようび)、J3 せうごう II (かようび)、J3 せうごう III (きんようび) がセットです。ぜんぶの クラス に とうろく して、しゅう3かい、しゅっせき してください。

いっしょに 「J3 にほんご ちょうかい・ごい・かんじ」 クラス を とる ことを すすすめ ます。

LANj100LF

Elementary Foreign Languages C

Yuka HASEGAWA

Subtitle：(J1)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

- ・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。
- ・かんじを 50 ぐらい よんだり かいたりすることが できます。
- ・CEFR の A1 レベルの ちからが つきます。

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。きほんできな ぶんぼうや、かんじ、ことばなども べんきょうします。

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7 Mid-term Exam (L1-L6)
Lesson 7 ①Mid-term Exam (L1-L6)
L7. It's beautiful photograph, isn't it? (describing things and states using adjectives)kanji 3
ちゅうかんテスト (L1-L6)
L7. きれいな シャリンですね
かんじ 38 Lesson 7 ②
Lesson 8 ①L7(2)
L8. Where is Mt.Fuji? (asking and telling the location of people/things)kanji 4
L8. ふじさんは どこに ありますか
かんじ 49 Lesson 8 ②
Lesson 9L8(2)
L9. What kind of sports do you like? (expressing preferences /reasons)kanji 5
L9. どんな スポーツが すきですか
かんじ 5

10 Lesson10

L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe)

kanji 6
L10. わたしは わたなべさんに おちゃを ならいました
かんじ 6

11 Lesson11

L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives)

kanji 7
L11. とうきょうと ソウルと どちらが さむいですか
かんじ 7

12 Lesson12

L12. How was your trip? (expressing impressions on past events)

kanji 8
L12. りょこうは どうでしたか
かんじ 813 Lesson13
Lesson14 ①

L13. We want something to eat, don't we? (expressing what you want and want to do)

L14. My hobby is listening to music(talking about hobbies)

kanji 9
L13. なにかたべたいですね
L14. わたしの しゅみは おんがくを きくことです
かんじ 914 Lesson14 ②
Final Exam(L7-L14)L14(2)
kanji 10
Final Exam(L7-L14)
かんじ 10
きまつテスト (L7-L14)

[Work to be done outside of class (preparation, etc.)]

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc. Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。
かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円 + 税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円 + 税) 978-4883194773

[References]

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2
『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいはできません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

LANj100LF

Elementary Foreign Languages C

Sonoko YAMAMOTO

Subtitle：(J2)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんにおちやを ならいました かんじ 2

3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、 16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよつとさわってもいいですか かんじ 6
7	Lesson16、 17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじよから もらった T シャツです かんじ 11
12	Lesson20、 21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめが ふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、 22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくらしてください かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうをしてください。

かんじとぶんぼうのしゅくだいがあります。

【Textbooks】

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300 円+税) 978-4-87217-757-2

【References】

なし

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

【Changes following student comments】

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしももちたいです。

ごいリストと ごいクイズを すこし かえました。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

【Others】

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう 3 かい、しゅっせきしてください。

LANj100LF

Elementary Foreign Languages C

Hiroshi INUI

Subtitle：(J3)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 150 ぐらい よんだり かいたり することができます。

・CEFR の A2 + レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Lesson23、 24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、 25	
3	Lesson25、 26	
4	Lesson26、 27	
5	Lesson27、 28、 29	

6	Lesson29、 30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうにはいろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convinient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くいのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうとおもって かったのに... L40. むすこを じゅくにかせたいんですが... L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	
8	Lesson31、 32	
9	Lesson33、 34	
10	Lesson34、 35	
11	Lesson36、 37	
12	Lesson37、 38	
13	Lesson39、 40	
14	Lesson40 Review Final Exam(L31-L40)	

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

『DAICHI II main textbook』 3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar note2』 3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).
Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいはでません

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 とうごう I (げつようび)、J3 とうごう II (かようび)、J3 とうごう III (きんようび) がセットです。ぜんぶの クラスにとうろくして、しゅう3かい、しゅっせきしてください。

いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることをすすめます。

LANj100LF

Elementary Foreign Languages D

Sonoko Yamamoto

Subtitle：(J1)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

- ・このクラスでは、にほんごをつかって かんたんなコミュニケーションができるようになります。
- ・かんじを 50 ぐらい よんだり かいたりすることができます。
- ・CEFR の A1 レベルの ちからがつきます。

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんできな ぶんぼうや、かんじ、ことばなども べんきょうします。

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7 Mid-term Exam (L1-L6)

Lesson 7 ①

Mid-term Exam (L1-L6)

L7. It's beautiful photograph, isn't it? (describing things and states using adjectives)

kanji 3

ちゅうかんテスト (L1-L6)

L7. きれいな シャリンですね

かんじ 3

L7(2)

L8. Where is Mt.Fuji? (asking and telling the location of people/things)

kanji 4

L8. ふじさんは どこにありますか

かんじ 4

L8(2)

L9. What kind of sports do you like? (expressing preferences /reasons)

kanji 5

L9. どんな スポーツが すきですか

かんじ 5

L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe)

kanji 6

L10. わたしは わたなべさんに お

ちゃを ならいました

かんじ 6

L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives)

kanji 7

L11. とうきょうと ソウルと どちらが

さむいですか

かんじ 7

L12. How was your trip? (expressing impressions on past events)

kanji 8

L12. りょこうは どうでしたか

かんじ 8

L13. We want something to eat, don't we? (expressing what you want and want to do)

L14. My hobby is listening to music(talking about hobbies)

kanji 9

L13. なにかたべたいですね

L14. わたしの しゅみは おんがく

を きくことです

かんじ 9

L14(2)

L14(2)

kanji 10

Final Exam(L7-L14)

かんじ 10

きまつテスト (L7-L14)

8 Lesson 7 ②

Lesson 8 ①

9 Lesson 8 ②

Lesson 9

10 Lesson10

11 Lesson11

12 Lesson12

13 Lesson13

Lesson14 ①

14 Lesson14 ②

Final Exam(L7-L14)

[Work to be done outside of class (preparation, etc.)]

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『だいち I メインテキスト』 スリーエーネットワーク (2,800円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000円+税) 978-4883194773

[References]

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいはできません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

LANj100LF

Elementary Foreign Languages D

Yuka Hasegawa

Subtitle：(J2)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからがつきます。

・JLPT の N5 レベルの ちからがつきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1 L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか L10. わたしは わたなべさんにおちやを ならいました かんじ 2
2	Review (L8-10)	

3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3 L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4 L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5 L15(2) L16.May I touch it a little? kanji 6 L16. ちよつとさわってもいいですか かんじ 6 L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7 L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8 L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9 L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10 L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじょから もらった T シャツです かんじ 11 L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめが ふったら、ツアーは ちゅうしです かんじ 12 L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくって くれました かんじ 13 Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)
4	Lesson14	
5	Lesson15	
6	Lesson15、 16	
7	Lesson16、 17	
8	Lesson17 Mid-term Exam (L1 - L17)	
9	Lesson18	
10	Lesson19	
11	Lesson20	
12	Lesson20、 21	
13	Lesson21、 22	
14	Lesson22 Final Exam(L18-L22)	

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300 円+税) 978-4-87217-757-2

【References】

なし

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

【Changes following student comments】

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい との こうりゅう の きかい を ことし も もちたい です。

ごいリスト と ごいクイズ を すこし かえました。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

【Others】

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラス に とうろく して、しゅう 3 かい、しゅっせき してください。

LANj100LF

Elementary Foreign Languages D

Nakazawa

Subtitle：(J3)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そうごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 150 ぐらい よんだり かいたり することができます。

・CEFR の A2 +レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Lesson23、 24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、 25	
3	Lesson25、 26	
4	Lesson26、 27	
5	Lesson27、 28、 29	

6	Lesson29、 30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうにはいろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convinient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くにのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうとおもって かったのに... L40. むすこを じゅくにかせたいんですが... L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	
8	Lesson31、 32	
9	Lesson33、 34	
10	Lesson34、 35	
11	Lesson36、 37	
12	Lesson37、 38	
13	Lesson39、 40	
14	Lesson40 Review Final Exam(L31-L40)	

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

『DAICHI II main textbook』 3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar note2』 3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday). Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 せうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいはでません

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい と の こうりゅう の きかい を ことしも もちたいです。

ごいりすと と ごいクイズ を すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 せうごう I (げつようび)、J3 せうごう II (かようび)、J3 せうごう III (きんようび) がセットです。ぜんぶの クラスにとうろくして、しゅう3かい、しゅっせきしてください。

いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることをすすめます。

LANj100LF

Elementary Foreign Languages E

Sonoko Yamamoto

Subtitle：(J1)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。
 ・かんじを 50 ぐらい よんだり かいたりすることができます。
 ・CEFR の A1 レベルの ちからがつきます。

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。
 きほんできな ぶんぼうや、かんじ、ことばなども べんきょうします。

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7 Mid-term Exam (L1-L6)
Lesson 7 ①Mid-term Exam (L1-L6)
L7. It's beautiful photograph, isn't it? (describing things and states using adjectives)kanji 3
ちゅうかんテスト (L1-L6)
L7. きれいな シャリンですね
かんじ 38 Lesson 7 ②
Lesson 8 ①L7(2)
L8. Where is Mt.Fuji? (asking and telling the location of people/things)kanji 4
L8. ふじさんは どこにありますか
かんじ 49 Lesson 8 ②
Lesson 9L8(2)
L9. What kind of sports do you like? (expressing preferences /reasons)kanji 5
L9. どんな スポーツが すきですか
かんじ 5

10 Lesson10

L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe)

kanji 6
L10. わたしは わたなべさんに おちゃを ならいました
かんじ 6

11 Lesson11

L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives)

kanji 7
L11. とうきょうと ソウルと どちらが さむいですか
かんじ 7

12 Lesson12

L12. How was your trip? (expressing impressions on past events)

kanji 8
L12. りょこうは どうでしたか
かんじ 813 Lesson13
Lesson14 ①

L13. We want something to eat, don't we? (expressing what you want and want to do)

L14. My hobby is listening to music(talking about hobbies)

kanji 9
L13. なにかたべたいですね
L14. わたしの しゅみは おんがくを きくことです
かんじ 914 Lesson14 ②
Final Exam(L7-L14)L14(2)
kanji 10
Final Exam(L7-L14)
かんじ 10
きまつテスト (L7-L14)

[Work to be done outside of class (preparation, etc.)]

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。
かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円 + 税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円 + 税) 978-4883194773

[References]

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいはできません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

LANj100LF

Elementary Foreign Languages E

Hiroyuki KANEKO

Subtitle：(J2)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんにおちやを ならいました かんじ 2

3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、 16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよつとさわってもいいですか かんじ 6
7	Lesson16、 17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじよから もらった T シャツです かんじ 11
12	Lesson20、 21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめが ふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、 22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくらしてください かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうをしてください。

かんじとぶんぼうのしゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

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『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300 円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしももちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう 3 かい、しゅっせきしてください。

LANj100LF

Elementary Foreign Languages E

Yuka Hasegawa

Subtitle：(J3)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 150 ぐらい よんだり かいたり することができます。

・CEFR の A2 +レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、25	
3	Lesson25、26	
4	Lesson26、27	
5	Lesson27、28、29	

6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうにはいろうと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convinient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くいのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうとおもって かったのに... L40. むすこを じゅくにかせたいんですが... L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	
8	Lesson31、32	
9	Lesson33、34	
10	Lesson34、35	
11	Lesson36、37	
12	Lesson37、38	
13	Lesson39、40	
14	Lesson40 Review Final Exam(L31-L40)	

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

『DAICHI II main textbook』3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar note2』3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).
Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 せうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいはでません

【Changes following student comments】

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい と の こうりゅう の きかい を ことし も もちたい です。

ごいりすと と ごいクイズ を すこし かえました。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだい があります。

【Others】

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 せうごう I (げつようび)、J3 せうごう II (かようび)、J3 せうごう III (きんようび) がセットです。ぜんぶの クラス に とうろく して、しゅう3かい、しゅっせき してください。

いっしょに 「J3 にほんご ちょうかい・ごい・かんじ」 クラス を とる ことを すすめます。

LANj100LF

Elementary Foreign Languages F

Yuka Hasegawa

Subtitle：(J1)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷/Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

- ・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。
- ・かんじを 50 ぐらい よんだり かいたりすることができます。
- ・CEFR の A1 レベルの ちからがつきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7 Mid-term Exam (L1-L6)

Lesson 7 ①

Mid-term Exam (L1-L6)

L7. It's beautiful photograph, isn't it? (describing things and states using adjectives)

kanji 3

ちゅうかんテスト (L1-L6)

L7. きれいな シャリンですね

かんじ 3

L7(2)

L8. Where is Mt.Fuji? (asking and telling the location of people/things)

kanji 4

L8. ふじさんは どこにありますか

かんじ 4

L8(2)

L9. What kind of sports do you like? (expressing preferences /reasons)

kanji 5

L9. どんな スポーツが すきですか

かんじ 5

L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe)

kanji 6

L10. わたしは わたなべさんに おちゃを ならいました

かんじ 6

L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives)

kanji 7

L11. とうきょうと ソウルと どちらが さむいですか

かんじ 7

L12. How was your trip? (expressing impressions on past events)

kanji 8

L12. りょこうは どうでしたか

かんじ 8

L13. We want something to eat, don't we? (expressing what you want and want to do)

L14. My hobby is listening to music(talking about hobbies)

kanji 9

L13. なにかたべたいですね

L14. わたしの しゅみは おんがくを きくことです

かんじ 9

L14(2)

kanji 10

Final Exam(L7-L14)

かんじ 10

きまつテスト (L7-L14)

8 Lesson 7 ②

Lesson 8 ①

9 Lesson 8 ②

Lesson 9

10 Lesson10

11 Lesson11

12 Lesson12

13 Lesson13

Lesson14 ①

14 Lesson14 ②

Final Exam(L7-L14)

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

【DAICHI I main textbook】 3 A network (2,800yen + tax) 978-4883194766

【DAICHI I Translation of the main text and grammar note2】 3 A network (2,000yen + tax) 978-4883194773

【だいち I メインテキスト】 スリーエーネットワーク (2,800円+税) 978-4883194766

【だいち I ぶんけいせつめいとほんやく えいごばん】 スリーエーネットワーク (2,000円+税) 978-4883194773

[References]

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいはできません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

LANj100LF

Elementary Foreign Languages F

Sonoko Yamamoto

Subtitle：(J2)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

【Outline and objectives】

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1 L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんにおちやを ならいました かんじ 2
2	Review (L8-10)	

3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3 L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4 L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5 L15(2) L16.May I touch it a little? kanji 6 L16. ちよつとさわってもいいですか かんじ 6 L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7 L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8 L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9 L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10 L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじよから もらった T シャツです かんじ 11 L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめが ふったら、ツアーは ちゅうしです かんじ 12 L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくって くれました かんじ 13 Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)
4	Lesson14	
5	Lesson15	
6	Lesson15、 16	
7	Lesson16、 17	
8	Lesson17 Mid-term Exam (L1 - 17)	
9	Lesson18	
10	Lesson19	
11	Lesson20	
12	Lesson20、 21	
13	Lesson21、 22	
14	Lesson22 Final Exam(L18-L22)	

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300 円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしももちたいです。

ごいリストと ごいクイズを すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう 3 かい、しゅっせきしてください。

LANj100LF

Elementary Foreign Languages F

Hiroshi Inui

Subtitle：(J3)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そうごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 150 ぐらい よんだり かいたり することができます。

・CEFR の A2 + レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、25	
3	Lesson25、26	
4	Lesson26、27	
5	Lesson27、28、29	

6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうにはいろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convinient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くいのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうとおもって かったのに... L40. むすこを じゅくにかせたいんですが... L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	
8	Lesson31、32	
9	Lesson33、34	
10	Lesson34、35	
11	Lesson36、37	
12	Lesson37、38	
13	Lesson39、40	
14	Lesson40 Review Final Exam(L31-L40)	

【Work to be done outside of class (preparation, etc.)】

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

『DAICHI II main textbook』3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar note2』3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).
Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 せうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいはでません

[Changes following student comments]

Reflecting the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい との こうりゅう の きかい を ことしも もちたい です。

ごいりすと と ごいクイズ を すこし かえました。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだい があります。

[Others]

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 せうごう I (げつようび)、J3 せうごう II (かようび)、J3 せうごう III (きんようび) がセットです。ぜんぶの クラス に とうろく して、しゅう3かい、しゅっせき してください。

いっしょに 「J3 にほんご ちょうかい・ごい・かんじ」 クラス を とる ことを すすすめ ます。

HSS100LA

Elementary Health and Physical Education

Shigeharu Akimoto

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 月 1/Mon.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

[Outline and objectives]

[Goal]

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

[Active learning in class (Group discussion, Debate.etc.)]

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
-----	-------	----------

[Work to be done outside of class (preparation, etc.)]

[Textbooks]

[References]

[Grading criteria]

[Changes following student comments]

Elementary Humanities A

URBANOVA Jana

Subtitle：Japanese Literature I

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 1/Wed.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

This course is a survey of ancient to medieval Japanese literature. Major literary works are introduced with an emphasis on their literary artistry as well as their historical and cultural importance. Focus is also placed on the unique philosophy that shaped the aesthetic values in Japan throughout the centuries. This topic will be further highlighted by discussing differences in Eastern and Western world views.

[Goal]

1. to learn about major literary works in their historical and cultural context
2. to gain deeper understanding of the different philosophical backgrounds that have influenced the way of thinking in Japan and the West
3. to improve your English vocabulary regarding the topic

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to deliver a class presentation on a given topic and to submit a short written summary of the presentation. The topics together with the study materials for the presentation will be distributed at the beginning of the course.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1.	Introduction	Introduction to course; scheduling of presentations
2.	Historical overview of Japanese literature	Brief overview of major literary works in their historical context with a focus on the <i>Nara</i> and <i>Heian</i> periods
3.	Japanese perception of nature, Part 1	Definition of nature and corresponding terms in Japanese; Japanese love for nature and its various aspects; Japanese vs. Western concepts of nature
4.	Japanese perception of nature, Part 2	The four seasons as one of the central concepts in Japanese culture and literature; the concept of transformation and change, harmony of <i>yin</i> and <i>yang</i> ; perception of time
5.	Natural images in classical Japanese poetry	Literal and figural meaning of images; metaphors in Japanese vs. Western poetic tradition; pivot-words (<i>kakekotoba</i>)
6.	Key concepts of Japanese aesthetics	Four aesthetic concepts in Japanese culture and literature; demonstration of these concepts in <i>Essays in Idleness</i> by the Buddhist priest <i>Kenkō</i>
7.	Japanese mythology	<i>Records of Ancient Matters (Kojiki)</i> ; Japanese mythology vs. Western ideological concepts (Greek mythology and Christianity)
8.	Japanese poetry, Part 1	The role of poetry from ancient times through the era of <i>Man'yōshū (Collection of Ten Thousand Leaves)</i> to the flourishing era of imperial poetry anthologies
9.	Japanese poetry, Part 2	Long and short poetic forms (<i>chōka</i> and <i>tanka</i>); believed to be the first Japanese poem in the fixed form; major themes and literary devices in classical poetry

- | | | |
|-----|---|--|
| 10. | Japanese prose, Part 1 | Japanese tales and its various genres; the oldest preserved tale (<i>The Tale of the Bamboo Cutter; Taketori Monogatari</i>) and the collection of poem tales (<i>Tales of Ise; Ise Monogatari</i>) |
| 11. | Japanese prose, Part 2 | Flourishing of women writers in the <i>Heian</i> period with a focus on two prominent figures <i>Murasaki Shikibu</i> and <i>Sei Shōnagon</i> and their works <i>The Tale of Genji (Genji Monogatari)</i> and <i>The Pillow Book (Makura no Sōshi)</i> |
| 12. | Japanese prose, Part 3 | Diaries (<i>nikki</i>) as one of the key genres in women's classical prose; <i>The Gossamer Years (Kagerō Nikki)</i> |
| 13. | Okinawan language and poetry - Introduction | Languages of the Ryūkyū Islands as part of the Japanese language group; language rules in Okinawan poetry <i>ryūka</i> |
| 14. | The world of Okinawan poetry | The oldest preserved collection of old epic songs <i>Omorosōshi</i> ; Okinawan lyrical poetry <i>ryūka</i> |

[Work to be done outside of class (preparation, etc.)]

1. Prepare a short self-introduction
2. Reading: handout on anthology of Japanese literature
3. Reading: Asquith 1-35
4. Readings: Asquith 36 - 53; handout related to the topic
5. Readings: Asquith 54 - 67; handout on Western poetry
6. Reading: Keene 3 - 22
7. Reading: handout on the *Kojiki*
8. Reading: Keene 47 - 69
9. Reading: Keene 25 - 44
10. Readings: Keene 73 - 95; handout on Japanese tales
11. Reading: handout on women's classical prose
12. Reading: handout on diary literature
13. Reading: text by lecturer on Okinawan poetry
14. Submit short summary of presentation, final written exam

[Textbooks]

Asquith, Pamela J. and Arne Kalland, ed. *Japanese Images of Nature*. Richmond: Curzon Press, 1997.
Keene, Donald. *The Pleasures of Japanese Literature*. New York: Columbia University Press, 1988.

[References]

Keene, Donald. *Anthology of Japanese Literature*. Rutland, Vermont & Tokyo: Charles E. Tuttle Company, 1956. Twenty-second edition, 1991.
McCullough, Helen Craig. *Classical Japanese Prose: an Anthology*. Stanford: Stanford University Press, 1990.
Miner, Earl. *An Introduction to Japanese Court Poetry*. Stanford: Stanford University Press, 1968.

[Grading criteria]

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (40%); final examination (60%).

[Changes following student comments]

There have been no student comments so far that would require major changes to the course.

ARSA100LA

Elementary Humanities B

Richard.J.Burrows

Subtitle : UK Culture & Society

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 水 3/Wed.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

【Outline and objectives】

This course will seek to introduce the culture & society of contemporary Britain to students through a series of stimulation audio-visual units, together with selected thematically linked readings.

【Goal】

During this course, through regular exposure to a variety of audio-visual material, students will have the opportunity to sharpen their listening skills. Follow-up pair-work comprehension questions, discussion & structured conversation practice will also give them the opportunity to improve their oral skills.

Finally students will be encouraged to reflect on their own culture & society as they learn about UK.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The previous lesson's reading assignment will be reviewed before a pair-work preview will introduce the theme for that lesson. Any required vocabulary will be previewed before students view/listen to the material. Pair-work comprehension questions will allow students to check their own understanding, while a post-viewing discussion will offer more chances to analyze the material. Time permitting, there will be structured conversation practice before outlining the following week's homework.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Explanation	Course Introduction
2	Listening & Speaking	Presentation Guidance
3	Listening & Speaking	The Seven Wonders of Britain
4	Listening & Speaking	Wales
5	Listening & Speaking	BBC
6	Listening & Speaking	The Mini
7	Listening & Speaking	The Village
8	Listening & Speaking	British Tea
9	Listening & Speaking	The Purple Violin
10	Listening & Speaking	Sherlock Holmes
11	Listening & Speaking	Agatha Christie
12	Listening & Speaking	The Sea
13	Listening & Speaking	London Taxis
14	Listening & Speaking	UK Public Schools

【Work to be done outside of class (preparation, etc.)】

Regular reading assignments with comprehension questions, & audio-visual vocabulary preparation.No more than 3 absences will be permitted.

【Textbooks】

None

【References】

An electronic dictionary or smartphone will be required at every lesson

【Grading criteria】

Participation & Punctuality 30%

Homework & Classwork 30%

Presentation 20%

Report 20%

【Changes following student comments】

A more comprehensive vocabulary preview will be provided for students having difficulty with audio-visual comprehension.

【Equipment student needs to prepare】

Access to a PC & Printer in order to print reports

【Others】

Since there is no textbook in this course, students will need to bring an A4 or B4 folder or binder to each class in order to keep the photocopies that will be handed out at every lesson.

【】

In addition to offering a greater understanding of contemporary UK culture, the course encourages students through the presentation & report to critically compare & contrast UK culture & society with their own.

PRI100LA

Elementary Information Technology

Yukou MATSUDA

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

[Outline and objectives]

You will learn basic knowledge about information technology.

[Goal]

You will learn basic knowledges of information technology, especially computer architecture, algorithmic programing, data science, and the mechanism of the Internet and related subjects (social network, e-commerce, ethics, security).

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The 2/3 time will be used for lectures and the rest for assignments.

[Active learning in class (Group discussion, Debate.etc.)]

なし / No

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	What's Information Technology	The history and the current trend of information technology.
2	Data Processing	Several kinds of data and how to process data.
3	Information Processing	Define the information and how to process and communicate information.
4	Computing Technology	Architecture of computing system. From old fashioned type to super computer.
5	Algorithmic Programming	Design algorithms for solving problem.
6	Data Science - Predicting	Predicting the future being given the past data.
7	Data Science - Classification	Classifying the data according to certain criteria.
8	Communication Technology	Understanding the information communication technology.
9	Internet Protocol	TCP/IP
10	Mechanism of email and World Wide Web (WWW)	Based on server/client system, encoding/decoding information and TCP/IP makes it possible, email and www.
11	e-Commerce	the core technology of e-commerce is public key encryption and block chain.
12	Social Network	Graph theory: understanding the relation among entities.
13	Internet Ethics and Security	Several aspects of ethics and security inherent in the Internet.
14	Final Examination	examination performed with paper and pencil.

[Work to be done outside of class (preparation, etc.)]

We specify a short article related to the next class in advance, you should read, understand, bring the issue discussed in the article.

[Textbooks]

None.

[References]

All texts are uploaded in Etude.

[Grading criteria]

Total evaluation of 14 short assignments：50%

The score fo the final examination: 50%

You need more than and equal to 60% of the max 100 points to pass the class.

[Changes following student comments]

None.

[Equipment student needs to prepare]

None.

[Others]

I have a long carrier in writing and designing for automatic programming, teaching human knowledge to computer, especially natural language.

[]

You will learn basic knowledge about information technology.

MAT100LA

Elementary Mathematics A

Takeyoshi KOGISO

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木 5/Thu.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

【Outline and objectives】

This course is designed for students who need calculus to study business, economics, or other related business majors. In particular, the course will review the basic ideas you need to start calculus. The topics include exponential and logarithmic functions, arithmetic and geometric sequences, graphing basic functions, graphing exponential and logarithmic functions, limit of a sequence, limit of a function.

【Goal】

At the end of this course, students will demonstrate the ability to perform different operations involving algebraic expressions, to graph linear and quadratic functions, and to graph polynomial, rational, algebraic, exponential and logarithmic functions.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your progress.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
01.	Introduction	Preliminaries 1
02.	Basics and Key Terms	Preliminaries 2
03.	Exponential Functions	Functions and Graphs 1
04.	Logarithmic Functions	Functions and Graphs 2
05.	Graphing Basic Functions	Functions and Graphs 3
06.	Shifting and Stretching Graphs	Functions and Graphs 4
07.	Inverse Functions	Functions and Graphs 5
08.	Graphing Exponential Functions	Functions and Graphs 6
09.	Graphing Logarithmic Functions	Functions and Graphs 7
10.	Composite Functions	Functions and Graphs 8)
11.	Arithmetic and Geometric Sequences	Limits 1
12.	Sigma Notation and Sequences of Differences	Limits 2
13.	Limit of a Sequence	Limits 3
14.	Limit of a Function	Limits 4

【Work to be done outside of class (preparation, etc.)】

Solve the problems of the exercises well. Think by writing on a paper.

【Textbooks】

You don't need to buy a text book. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

【References】

You don't need to prepare references.

【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

【Changes following student comments】

Not offered until the last fiscal year for the new subjects

【】

This course is designed for students who need calculus to study business, economics, or other related business majors. In particular, the course will review the basic ideas you need to start calculus. The topics include exponential and logarithmic functions, arithmetic and geometric sequences, graphing basic functions, graphing exponential and logarithmic functions, limit of a sequence, limit of a function.

MAT100LA

Elementary Mathematics B: Mathematics B

Takeyoshi KOGISO

Subtitle：Mathematics B

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 5/Thu.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

This course is a calculus course intended for those studying business, economics, or other related business majors, and a continuation of topics from “Elementary Mathematics II”. The following topics are presented with applications: derivatives, differentiation rules, derivative of an exponential function and logarithmic function, higher-order derivative, Taylor and Maclaurin series, integrals.

【Goal】

Students will become proficient in techniques of differentiation, understand the concept of rate of change and how to use it to solve real world problems.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your progress.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
01.	Introduction	Preliminaries
02.	The Derivative and the Slope of a Graph	Differentiation: Basic Concepts 1
03.	Some Rules for Differentiation	Differentiation: Basic Concepts 2
04.	The Product and Quotient Rules	Differentiation: Basic Concepts 3
05.	The Chain Rule	Differentiation: Basic Concepts 4
06.	Derivatives of Exponential Functions	Differentiation: Basic Concepts 5
07.	Derivatives of Logarithmic Functions	Differentiation: Basic Concepts 6
08.	Higher-order Derivatives	Differentiation: Basic Concepts 7
09.	Extrema and the First-Derivative Test	Additional Applications of the Derivative 1
10.	Concavity and the Second-Derivative Test	Additional Applications of the Derivative 2
11.	The Mean Value Theorem, Taylor's Theorem	Additional Applications of the Derivative 3
12.	Taylor and Maclaurin Series	Additional Applications of the Derivative 4
13.	Approximate Values	Additional Applications of the Derivative 5)
14.	Antiderivatives, Differential Equation	Additional Topics 1

【Work to be done outside of class (preparation, etc.)】

Solve the problems of the exercises well. Think by writing on a paper.

【Textbooks】

You don't need to buy a textbook. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

【References】

You don't need to prepare references.

【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

【Changes following student comments】

Not offered until the last fiscal year for the new subjects

POL100LA

Elementary Social Science A

SCHIFANO ADRIEN

Subtitle : Japan and International Relations

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 木 3/Thu.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

【Outline and objectives】

This course aims at introducing basic notions of international law. First part of the course introduces main subjects of international law and focus in particular on elements of statehood. A second part will discuss how norms of international law are created. Finally, a third part will provide these elements with some dynamism by examining the course of normal relations between States.

【Goal】

By the end of this course, it is expected that students will have become familiar with:

1. basic notions of international law
2. current international issues
3. functioning of the international system

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Classes will consist in a lecture by the instructor and sharing of students assignments in the perspective of sustaining a discussion.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Characters of international law / relation with municipal law
2.	Subjects (1)	The State (1): statehood / sovereign government / territory / population / recognition
3.	Subjects (2)	The State (2): more on territory / the sea / the sky / outer space
4.	Subjects (3)	The State (3): more on population / minorities / indigeneous people
5.	Subjects (4)	International Organizations
6.	Subjects (5)	Other subjects / insurgents / subjects ad hoc / situation of private persons / individuals / companies / NGOs / human rights
7.	Norms (1)	Customary law
8.	Norms (2)	Treaties
9.	Norms (3)	Other sources / case law of international courts and tribunals / acts of international organizations / municipal law
10.	Relations between States (1)	Diplomatic relations
11.	Relations between States (2)	Law of War / Self-defense / humanitarian law
12.	Relations between States (3)	Responsibility
13.	Relations between States (4)	Peaceful settlement of disputes
14.	Test	Written examination

【Work to be done outside of class (preparation, etc.)】

As a follow up of each class, students will be assigned the task to look for current issues related to the class content. This material will be used in class discussion the following week.

【Textbooks】

Acquisition of a textbook is not necessary.

【References】

www.un.org

Jan KLABBERS, International Law, 2nd ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316506608

Malcolm N. Shaw, International Law, 8th ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316638538

【Grading criteria】

Participation in class: 30%

Written examination: 70%

【Changes following student comments】

Not applicable.

POL100LA

Elementary Social Science B

SCHIFANO ADRIEN

Subtitle：Basic Legal Concepts

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

【Outline and objectives】

This course will provide students with a rough picture of law. It does so by introducing basic legal concepts.

The first part of the course introduces two main faces of law: justice and order. The second part focuses on the components of a legal order, which are mainly subjects and norms. The third and last part deals with the notion of legal relations, which are either horizontal or vertical in nature.

【Goal】

By attending this course, students will be able to:

- a. understand basic legal concepts,
- b. build a foundation for studying more specialized fields of law,
- c. acquire basic legal knowledge that will complement their studies in other fields,
- d. handle better daily life situations by acquiring a feeling of what is legally correct and what is not, which will hopefully help them to remain free from abuses.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course will introduce one new concept each week. In so doing, the class will consist in lecture and discussion. In addition, the course will rely on studying excerpts from classical works. Practice for this course will consist in text commentaries.

The course follows a progression so that each class is dependent on previous classes; hence, students may find it easier to follow classes if they have consistent attendance.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Rationale for the course and overview /Law, what? / Legal science, what? / Panorama of modern law / Methodology
2.	Justice	Suum cuique / Justice, what? / Equality, what? / Contemporary approaches
3.	Legal order (1): Forms of government	Legal order, what? / Typology / Social functions / Constitution, what? / Horizontal distribution of powers /Legislative, what? / Executive, what? / Judiciary, what?
4.	Legal order (2): Forms of state	Vertical distribution of power / Federalism and its rules / Clasification / Changes in power and constitutional change
5.	The Subject of Law (1): Personality	Subject of law, what? / Equality, how? / Typology / Issues
6.	The Subject of Law (2): Capacity	Capacity, what? / Capacity v. rights / Variations of legal capacity / Guardianship / Agency / Delegation
7.	The Norm (1): Validity	Norm, what? / Typology / Formal sources / Sphere of validity
8.	The Norm (2): Legal System	Set of norms, what? / Hierarchy / Classification / Relations among norms
9.	The Legal Relation	Legal relation, what? / Rights / Obligations / Powers / Typology
10.	Horizontal Relations (1): Agreement	Agreement, what? / Contract, what? / Basic principles / Forms / Contents
11.	Horizontal Relations (2): Responsibility	Responsibility, what? / Evolution / Typology / Civil responsibility / Components / Basic principles / Procedures
12.	Vertical Relations (1): Public order	Public order, what? / Authority / Police / Criminal responsibility / Offense, what? / Basic principles / Procedures

- | | | |
|-----|--|--|
| 13. | Vertical Relations (2):
Public interest | Public interest, what? / Public service, what? / Basic principles / Procedures, issues |
| 14. | Human Rights
Conclusion | Human rights, what? / History / Typology / Protection at several levels / Enforcement |

【Work to be done outside of class (preparation, etc.)】

Students are strongly encouraged to read the material for each class beforehand. Homework will be (moderately) requested.

【Textbooks】

No textbook will be used. Students will be provided with the material necessary for each class.

【References】

Jaap HAGE and Bram AKKERMANS (editors) *Introduction to Law* (2014, Springer)

【Grading criteria】

Participation in class (including homework and discussion): 40%

Presentation (number of presentations per student will depend on the number of students attending the course): 60%

【Changes following student comments】

Outline of the course has been slightly improved.

【Equipment student needs to prepare】

A pen and some paper might prove useful.

HSS200LA

Health and Physical Education

Rieko YAMAGUCHI

Subtitle：Lifetime Fitness

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 5/Thu.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

This class focuses on health promotion for young women. The number of female sport participants, particularly teenage girls, is currently decreasing in Japan, although female athletes performance level gets higher and higher. It is considered that physical and psychological transformation in a period of their puberty is one of the reasons. At the same time, we have hardly discussed about why young girls do not play sport, or how we could encourage them to be physically active. In this class, the students will understand the benefits of physical activities and consider how we could empower girls and women through physical activity and sport. The students are also required to do exercise and create new ideas on health promotion for girls and women. The main focus in this class is about girls and women, but male students are also welcome.

[Goal]

The goals of this class are;

- to understand the reasons why girls and women negatively react to physical activities,
- to understand menstrual function and women's physicality,
- to understand the concepts of media literacy and criticize gender-biased representations in sport media,
- to understand how sport relates to gender and sexuality issues today.
- to consider how we can empower girls and women through sport, and to develop new ideas on health promotion for them.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

Lectures, film screening, and group discussion.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Orientation	Orientation and Introduction	Students get to know each other and know the rules and goals in this course.
Lecture	History of Women's Sport	Students understand that sport has been male-dominated spheres from gender perspectives.
Lecture	Women's Sport Policy in the World.	Students learn about Title IX which had huge impact on women's sport in the States.
Film Screening	History of Women's Sport	"A League of Their Own" (1992)
Lecture & Discussion	Sport & Physical Education	Students understand sport in Japan and prepare for their presentations based on the statistics and resources on sport in their own regions/countries.
Lecture	Media Literacy	Students understand the concept of media literacy and criticize gender-biased representations in sport.
Presentation & Discussion	Sport & Media	Students introduce sport and PE class and point out the gender-biased representations in media of their own regions/countries.
Lecture	Gender & Sexuality in Sport 1	Students understand the history how we had changed the perspectives toward sexuality.
Lecture	Gender & Sexuality in Sport 2	Students understand how gender and sexualities relate to sport issues.
Film Screening	Gender & Sexuality in Sport 3	"Bend it like Beckham"(2002)

Group Discussion	Gender & Sexuality in Sport 4	Students share their own ideas about the movie. They also do group work to learn how difficult coming out is through "coming out star."
Lecture	Violence in Sport	Students understand the concept of sexual harassment and abuse and learn the reasons why it happens in sport settings.
Lecture & Discussion	Sport & Empowerment	Students understand the initiatives of UN and IOC relating to gender in sport. They also know the initiative in Sport England, This Girl Can campaign.
Presentation	Final Presentation	Students criticize the existing sport definitions and consider how to use sport for future. They will share their own ideas of new sport and PE with no sexism and racism.

[Work to be done outside of class (preparation, etc.)]

Students need to finish reading assignment paper before the class begins. They also need to look up websites that the instructor asks to reach out.

[Textbooks]

None in particular.

[References]

1. Robin Kietlinski (2014). Japanese Women and Sport: Beyond Baseball and Sumo. Bloomsbury Academic.
2. Lindsay Parks Pieper (2016). Sex Testing: Gender Policing in Women's Sport. Univ. of Illinois Pr.
3. Kathryn E. Henne (2015). Testing for Athlete Citizenship: Regulating Doping and Sex in Sport. Rutgers UP.

[Grading criteria]

Final Presentation: 60%

Commitment to the class: 40%

[Changes following student comments]

Students' opinions and new ideas are always welcome, and they will be shared in the class.

[]

This class focuses on health promotion for young women. The number of female sport participants, particularly teenage girls, is currently decreasing in Japan, although female athletes performance level gets higher and higher. It is considered that physical and psychological transformation in a period of their puberty is one of the reasons. At the same time, we have hardly discussed about why young girls do not play sport, or how we could encourage them to be physically active. In this class, the students will understand the benefits of physical activities and consider how we could empower girls and women through physical activity and sport. The students are also required to do exercise and create new ideas on health promotion for girls and women. The main focus in this class is about girls and women, but male students are also welcome.

Subtitle：Japanese Arts II

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 1/Wed.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

This course focuses on the major literary figures and their representative works of early modern, modern and contemporary Japanese literature. The works will be discussed with regard to the circumstances and background that shaped the authors' way of thinking. The course will also include a lesson introducing two significant works of medieval literature to shed light on one of the crucial concepts in Japanese culture - transience. There will also be a lesson introducing two major women poets of Okinawa.

[Goal]

Goals:

1. to learn about the major literary figures of pre-modern, modern and contemporary Japanese literature
2. to gain an appreciation of the depth and atmosphere of their literary works as well as the beauty of the English translations

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to deliver a class presentation on a given topic and to submit a short written summary of the presentation. The topics and the study materials for the presentation will be distributed at the beginning of the course.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1.	Introduction	Introduction to course; brief self-introduction; scheduling of presentations
2.	Transience in Japanese literature	The concept of transience as portrayed in <i>Essays in Idleness (Tsurezuregusa)</i> , written by Buddhist priest <i>Kenkō</i> and in the <i>waka</i> anthology <i>A Hundred Poems by a Hundred Poets (Hyakunin Isshu)</i> , compiled by <i>Fujiwara no Teika</i>
3.	<i>Haikai</i> poetry	Transition from comic <i>haikai</i> poetry to the mastering of <i>haiku</i> ; <i>Matsuo Bashō</i>
4.	<i>Haiku</i> and modern poetry	Hints for appreciating and writing <i>haiku</i> ; modern poets <i>Masaoka Shiki</i> , <i>Yosano Akiko</i>
5.	Literature of the floating world	The rising merchant society during the <i>Edo</i> period; stories of the floating world (<i>ukiyo zōshi</i>); <i>Ihara Saikaku: The Life of an Amorous Man (Kōshoku Ichidai Otoko)</i> and <i>Five Women who Loved Love (Kōshoku Gonin Onna)</i>
6.	Tales of the supernatural in pre-modern literature	<i>Ueda Akinari</i> and his <i>Tales of Moonlight and Rain (Ugetsu Monogatari)</i>
7.	Tales of the supernatural in modern literature	<i>Akutagawa Ryūnosuke</i> and the influence of <i>Japanese Tales from Times Past (Konjaku Monogatari Shū)</i> ; short stories <i>In a Grove (Yabu no Naka)</i> and <i>Rashōmon</i>
8.	The world of fantasy and reality of <i>Miyazawa Kenji</i>	<i>Miyazawa Kenji</i> : fantasy novel <i>Milky Way Railroad (Ginga Tetsudō no Yoru)</i> , poem <i>Be not Defeated by the Rain (Ame ni mo makezu)</i>
9.	Modern novelists, Part 1	<i>Natsume Sōseki</i> : his life and literary works, particularly the novel <i>I Am a Cat (Wagahai wa Neko de aru)</i>

10. Modern novelists, Part 2 *Mishima Yukio (Confessions of a Mask; Kamen no Kokuhaku)* and *Tanizaki Junichirō (The Key; Kagi)*
11. Modern novelists, Part 3 The dark world of *Dazai Osamu* in the novels *The Setting Sun (Shayō)* and *No Longer Human (Ningen Shikkaku)*
12. Modern novelists, Part 4 Nobel Prize winner *Kawabata Yasunari* and his masterpiece *Snow Country (Yukiguni)*
13. Contemporary literature *Yoshimoto Banana* and *Haruki Murakami* and their representative works
14. Poetry of Okinawa Two women poets of Okinawa: *Yoshiya Tsuru* and *Onna Nabe* and their *ryūka* poems

[Work to be done outside of class (preparation, etc.)]

Please prepare a short self-introduction for the first class. In addition, each student will be asked to deliver an oral presentation on a designated topic and to submit a short written summary of the presentation at the end of the semester. Students are also expected to actively engage in class discussions and to revise all of the readings done in class, as they will form the basis for the questions on the final exam.

[Textbooks]

No textbooks will be used. Handouts and reading materials on each lesson's topic together with the specified sources will be distributed by the lecturer at the beginning of each lesson.

[References]

Selected references:

Katō, Shūichi. *A History of Japanese Literature (Vol.3) - The Modern Years*. Tokyo, New York & San Francisco: Kodansha International, Ltd., 1983.

Keene, Donald. *Appreciations of Japanese Culture*. Tokyo, New York & London: Kodansha International, Ltd., 1971. First paperback edition, 1981.

Keene, Donald. *World Within Walls - Japanese Literature of the Pre-Modern Era, 1600-1867*. New York: Holt, Rinehart and Winston, 1976.

Petersen, Gwen Boardman. *The Moon in the Water - Understanding Tanizaki, Kawabata and Mishima*. Honolulu: The University Press of Hawaii, 1979.

Further references related to the topic of each class will be provided by the lecturer.

[Grading criteria]

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (40%); final examination (60%).

[Changes following student comments]

Since the course is being led by the current teacher for the first time, there are no student comments.

ARSc200LA

Humanities B

Burrows.J. RICHARD

Subtitle : Introduction to Modern US History

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水 3/Wed.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

【Outline and objectives】

Despite the rise of powers in Asia such as China & India, the US remains the pre-eminent global power and a key to understanding its prominence lies in an understanding of its rise as a superpower during the 20th century. Therefore, this course will focus on key political, economic & cultural developments during the latter half of that period, how they contributed to the rise of American power and continue to influence nations around the world, especially in Asia. Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter a new century.

【Goal】

Through a variety of media, this course seeks to firstly, give students a thorough understanding of key events in the US from the end of World War II to the close of the century. In addition, students will be able to comprehend how those events impacted not only on the course of modern US history, but their wider effect throughout the world, especially in the Asia-Pacific region.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter a new century. Furthermore, an audio-visual element will allow students to sharpen their listening skills and engage in comprehension activities.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction	Course Explanation
Week 2	Course Assignments	Presentation Skills
Week 3	Innovation	The Wright Brothers
Week 4	The Pacific Conflict	US in World War II
Week 5	Post-War Settlement	Bombing of Hiroshima
Week 6	Technology	Breaking the Sound Barrier
Week 7	The Fight Against Communism	The Vietnam War
Week 8	The Civil Rights Movement	Martin Luther King
Week 9	A Divided Nation	The Anti-War Movement
Week 10	Political Violence	The Assassination of JFK
Week 11	Watergate	End of Nixon
Week 12	The Space Race	The Apollo Landings
Week 13	A New Conservatism	Reagan & the Religious Right
Week 14	Course Review	The 20th Century Influence on the Present Day

【Work to be done outside of class (preparation, etc.)】

Students will be expected to make a presentation and submit a report on a relevant theme during the semester. In addition, regular reading assignments will be set with comprehension & vocabulary questions. No more than 3 absences will be permitted.

【Textbooks】

None, but students are required to bring an A4/B4 binder to store the photocopies that will be distributed by the teacher at each lesson

【References】

An electronic or smart phone English dictionary is required at every class

【Grading criteria】

Participation 30%

Class work 20%

Homework 30%

Presentation/Report 20%

【Changes following student comments】

Increased vocabulary preparation prior to the audio-visual listening section

【Equipment student needs to prepare】

Students need to have access to a pc (& printer) in order to prepare their presentation/report

【Others】

Please join this class if you have an interest in this topic, a desire to improve your English skills, and are willing to attend classes on a regular basis and submit all homework & other assignments on time.

【】

This course, rather than simply leading students through key dates & events during the 20th century, seeks to analyze important developments & trends in US which caused repercussions both domestically & internationally during the 20th century & beyond.

PRI100LA

Information Technology

Yukou MATSUDA

Subtitle：Information Design II

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

You will learn the information technology of communicating with machines.

[Goal]

You will learn the information technology of communicating with machines. The main topics are the forms of information, knowledge representation of human knowledge, and autonomous systems.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The 2/3 time will be used for lectures and the rest for assignments.

[Active learning in class (Group discussion, Debate.etc.)]

なし / No

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Forms of Information	raw data, text, audio and visual data.
2	Information Theory	the measure of uncertainty-ness.
3	Encoding / Decoding of Information	encoding/decoding information between human and machine or machine and machine
4	Information System: Knowledge Representation Tool	knowledge representation for which machines understand.
5	Natural Language vs. Artificial Language	language as a communication tool.
6	Syntax (grammar) and Semantics of language	grammar and meaning of natural language and artificial language.
7	Ontology: the Network of Meaning	Hierarchy of knowledge.
8	Teaching Human Knowledge to Machines	Knowledge engineering.
9	Human Intelligence and Artificial Intelligence	Intelligent system.
10	Complex Systems	The world is constructed as a complex system.
11	Modeling the System	Model definition of the system.
12	Simulating the System	Evaluating the model by simulating the system.
13	Automatic IT and Autonomous IT	Automatic programming.
14	Final Assignment	Final Assignment.

[Work to be done outside of class (preparation, etc.)]

We specify a short article related to the next class in advance, you should read, understand, bring the issue discussed in the article.

[Textbooks]

None.

[References]

All texts are uploaded in Etude.

[Grading criteria]

Total evaluation of 14 short assignments : 50%

The score fo the final assignment 50%

You need more than and equal to 60% of the max 100 points to pass the class.

[Changes following student comments]

None.

[Equipment student needs to prepare]

none.

[Others]

I have a long carrier in writing and designing for automatic programming, teaching human knowledge to computer, especially natural language.

[]

You will learn basic knowledge about information technology.

HIS200LA

Intercultural Communication A

Yuko KAWAGUCHI

Subtitle : Themes in Global History: Trans-pacific Interactions

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木 2/Thu.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

【Outline and objectives】

This course introduces the experiences of Americans of Asian descent as one aspect of social interaction across the Pacific. Students will read selected articles about their diverse history from the mid-nineteenth century to the present. We will explore core issues, which include migration, integration and exclusion, and social movements, while paying attention to the political interaction between the U.S. and Asia.

【Goal】

- 1) Students will understand the experiences of Asian Americans from the late 19th century to the present, from the disciplinary perspectives of history.
- 2) Students will gain a basic understanding of political, economic, as well as social history of the United States, with particular focus on racial, ethnic, and gender inequalities as well as the social activism against them.
- 3) Students will be able to locate the U.S. history in the global context.
- 4) Students will develop skills to read, discuss, and write analytically and critically.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

- This course is taught primarily through discussions.
- The majority of the course will be devoted to the diverse histories of Asian American communities from the 19th century to the present. Students engage in discussions based on assigned reading materials.
- Toward the end of the semester, students choose their own topic and write a short research paper.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview; Self-introduction
2	Overview	Statistical analysis on Asian American communities today
3	Reading (1)	Part 1 Beginnings: Asians in the Americas
4	Reading (2)	Part 2 The Making of Asian America During the Age of Mass Migration and Asian Exclusion (1)
5	Presentations on Essay Topic	Students make presentations about the topic they chose for the research paper
6	Reading (3)	Part 2 The Making of Asian America During the Age of Mass Migration and Asian Exclusion (2)
7	Reading (4)	Part 2 The Making of Asian America During the Age of Mass Migration and Asian Exclusion (3)
8	Film screening	Watch a film; Followed by class discussion
9	Reading (5)	Part 3 Asian America in a World at War
10	Reading (6)	Part 4 Remaking Asian America in a Globalized World (1)
11	Reading (7)	Part 4 Remaking Asian America in a Globalized World (2)
12	Essay tutorial	Tutorial on essay writing
13	Essay presentations / peer review (1)	Students give presentations on their research paper
14	Essay presentations / peer review (2)	Students give presentations on their research paper

【Work to be done outside of class (preparation, etc.)】

- Students are expected to read the assigned materials and contribute to class discussions. Simply showing up for class is not enough.
- There are no particular prerequisites for this course. Basic understanding of the U.S. history will ease the learning, however.

【Textbooks】

Erica Lee, *The Making of Asian America: A History*. Simon and Schuster, 2015.

You DO NOT need to purchase the textbook before the first day of the class. Readings will be made available online through the course management system.

【References】

References will be introduced in the class.

【Grading criteria】

Class participation: 50%

Research paper: 50%

Students may miss class only if it qualifies as an excused absence (e.g., an illness or a grievance). Please clear your absences with the instructor beforehand. Three or more unexcused absences can result in Failure.

【Changes following student comments】

The instructor will try to facilitate more active discussions.

【Equipment student needs to prepare】

The instructor may request that students use a computer, tablet or smartphone in order to fact-check during class. (Computers, tablets and smartphones may not be used other than as authorized.)

【】

This course introduces the experiences of Americans of Asian descent as one aspect of social interaction across the Pacific. Students will read selected articles about their diverse history from the mid-nineteenth century to the present. We will explore core issues, which include migration, integration and exclusion, and social movements, while paying attention to the political interaction between the U.S. and Asia.

LIN200LA

Intercultural Communication B

Noriko Ishihara

Subtitle：Intercultural understanding and multi-cultural identities

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

In today's globalization, we are increasingly required to interact internationally across linguistic and cultural borders. Misunderstandings and conflicts are bound to occur, which calls for constructive dialogues and creative solutions. In this course, we will focus primarily on "invisible culture" to deepen your understanding of diversity in cultural orientations, values, behavior, and language uses. You will also reflect on your intercultural experiences and explore your multi-cultural identities while studying dynamic cultural dimensions.

【Goal】

In this course, you will 1) cultivate your understanding of the relationships between culture, language, and identity, 2) be able to analyze examples of and reasons for intercultural clashes and relate to others respectfully to come up with constructive solutions to intercultural misunderstanding, 3) be able to use concepts such as stereotypes, generalizations, othering, and marginalization in your analysis, 4) reflect on your intercultural experiences and multi-cultural identities.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Before class you are required to work on reading and complete assignments. In class we study relevant material, complete tasks in pairs or small groups, and share your discussion with the whole class. You are encouraged to actively participate in this group work and problem-based learning (PBL).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Self-introduction, course information, ice-breaking activity
2	What is culture?	Visible/invisible culture, 3Ps in understanding culture
3	3Ps of culture, Characteristics of culture	Perspectives of culture
4	Stereotypes and generalizations	Definitions and examples
5	Essentialization	The language of generalization
6	Othering and marginalization	Case study discussion
7	Cultural diversity in academia and in the workplace	Understanding diversity as an asset
8	Similarities and differences in cultural orientations-1	Analysis of cultural orientations (#1-3)
9	Cultural case studies - 1	Application of Hofstede's Cultural Dimensions
10	Cultural case studies - 2	Analysis of use of time and group dynamics
11	Student-led discussions-1	Cultural case studies (#1-3)
12	Student-led discussions-2	Cultural case studies (#4-6)
13	Student-led discussions-3	Cultural case studies (#7-9)
14	Dynamics and diversity of culture	Wrap-up discussion

【Work to be done outside of class (preparation, etc.)】

You should complete assigned reading and/or writing before coming to class. Come ready to discuss the material in English with your classmates coming from different (sub)cultures.

【Textbooks】

Weekly readings will be made accessible through the course website (H'etude's). Become familiar with this online resource to download readings and post your assignments. You are also expected to check your university email account on a daily basis to keep up with course announcements.

【References】

Handouts related to the course content to be distributed in class. Other (online) materials will also be introduced as the course progresses.

【Grading criteria】

You will receive a formal evaluation of your work at the end of the term. The grade on a late assignment will be lowered. You will be graded on:

- 1) Participation (20%)
- 2) Reading and assignments (40%)
- 3) Cultural case study discussion (10%)
- 4) Final paper (30%)

【Changes following student comments】

Because this course is to be conducted in English, students must be competent speakers/writers of English (e.g., native or proficient with TOEFL® iBT 61 or above). International and Japanese students of any majors are welcome as long as they are interested in diverse world cultures. Students should view each other's cultural experiences as an asset to this course and create a friendly and respectful learning community.

【Others】

Course Rules and Expectations

1) Regular attendance is essential in order to benefit from the interactive nature of this course. You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

2) If you have a good reason for your absence, you are responsible for informing me in person or by e-mail. When you miss class, it is your responsibility to find out what course material and homework you missed. If you miss your deadline, you will not be allowed to submit your assignment late unless you individually negotiate with me in a timely manner.

3) Come to class on time. Two latenesses beyond 10 minutes equal one absence, except in extreme circumstances. If you are late, you are automatically marked absent; come to me after class to set the record straight.

4) You are expected to study course material before class and participate actively. Respect each other and others' learning opportunity by speaking openly and listening attentively even if you do not agree with your classmates or instructor.

【】

In today's globalization, we are increasingly required to interact internationally across linguistic and cultural borders. Misunderstandings and conflicts are bound to occur, which calls for constructive dialogues and creative solutions. In this course, we will focus primarily on "invisible culture" to deepen your understanding of diversity in cultural orientations, values, behavior, and language uses. You will also reflect on your intercultural experiences and explore your multi-cultural identities while studying dynamic cultural dimensions.

POL200LA

Intercultural Communication C

Noriko Ishihara

Subtitle : Language & Culture in Sync: Communication Strategies: Jpn, Eng, and beyond

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 金 3/Fri.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

【Outline and objectives】

Without cultural knowledge, language users may not fully understand the meaning of a message. Even with perfect grammar, we could completely offend our conversational partners without using language in a culturally suitable manner. In this course, we will take a close look at the face-saving strategies used in world languages. We will also consider and discuss diverse cultural values and orientations that are closely connected to verbal and non-verbal behavior. This enhanced linguistic and cultural awareness will help you become a more tactful and respectful user of your first and second languages and prepare you for effective intercultural communication.

【Goal】

In this course, you will become able to 1) cultivate your understanding of the relationship between language form, meaning, and context, 2) become familiar with the notions of face and politeness, 3) collect and analyze authentic language samples, 3) understand cultural values and orientations behind language use in world languages. The course will also provide an opportunity for you to reflect on intercultural misunderstandings and respectful and peaceful conflict resolutions.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Before class you are required to work on reading and complete assignments. In class we study relevant material, complete tasks in pairs or small groups, and share your discussion with the whole class. You are encouraged to actively participate in this group work and problem-based learning (PBL).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Self-introduction, course information, ice-breaking activity
2	Greetings	Analysis of authentic language data
3	Terms of address - 1	Phatic language and linguistic politeness
4	Terms of address - 2	Form-context mapping
5	Giving and responding to compliments - 1	Linguistic and cultural aspects of politeness
6	Giving and responding to compliments - 2	Consequences of language choice
7	Giving and responding to compliments - 3	Analyzing and teaching compliments and responses
8	Linguistic impoliteness and rudeness - 1	What is impoliteness and rudeness?
9	Linguistic impoliteness and rudeness - 2	Responding to rudeness
10	Peace linguistics	Words create worlds
11	Refusals - 1	Strategies for refusals
12	Refusals - 2	Refusals in Japanese, English, and beyond
13	Refusals - 3	Ritual refusals in world languages
14	Student presentations, wrap-up	Presentations, discussions, and reflection

【Work to be done outside of class (preparation, etc.)】

You should complete assigned reading and/or writing before coming to class. Come ready to discuss the material in English with your classmates coming from different (sub)cultures.

【Textbooks】

Readings will be made accessible through the course website (H'etude's). Become familiar with this online resource to read and post your assignments before class. You are also expected to check your university email account on a daily basis to keep up with course announcements.

【References】

Handouts related to the course content to be distributed in class. Other (online) materials will also be introduced as the course progresses.

【Grading criteria】

You will receive a formal evaluation of your work at the end of the term. The grade on a late assignment will be lowered. You will be graded on:

- 1) Participation (20%)
- 2) Language analysis assignments (20%) and presentation (10%)
- 3) Language analysis quiz (20%)
- 4) Final paper (20%) and class presentation (10%)

【Changes following student comments】

Because this course is to be conducted in English, students must be competent speakers/writers of English (e.g., native or proficient with TOEFL® iBT 61 or above). International and Japanese students of any majors are welcome as long as they are interested in world languages. Students should view each other's languages and cultural experiences as an asset to this course and create a friendly and respectful learning community.

【】

Without cultural knowledge, language users may not fully understand the meaning of a message. Even with perfect grammar, we could completely offend our conversational partners without using language in a culturally appropriate manner. In this course, we will take a close look at the face-saving strategies used in world languages. We will also consider and discuss diverse cultural values and orientations that are closely connected to verbal and non-verbal behavior in world cultures. This enhanced linguistic and cultural awareness will help you become a more tactful and respectful user of your first and second languages and prepare you for effective intercultural communication.

LIN200LA

Intercultural Communication D

Noriko ISHIHARA

Subtitle：Teaching English as an International Language

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

【Outline and objectives】

Have you learned a second/foreign language through music, film, poetry, stories, novels, or any other forms of art? What was your experience like? In this course, we start by discussing why art facilitates learning, especially second language acquisition. We will then experience various forms of art incorporated into language learning and teaching through modeling by the instructor as well as through peer teaching. We are also going to discuss social activism expressed through many of these works and research activism in the world.

【Goal】

In this course, you will become able to 1) understand and appreciate artistic forms of language education, 2) understand social activism behind artistic expressions, and 3) participate in an art-based approach to language learning/teaching using your creativity. You will also reflect on your own reactions to an artistic approach to language education and social justice, and consider how this learning may influence your worldview.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Before class you are required to work on some reading assignments. In class we study new material, complete relevant tasks in pairs or small groups, and share your discussion with the class. You are encouraged to actively participate in this group work and problem-based learning (PBL).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course information, getting to know each other
2	Poetry - 1	Learning language from poetry
3	Poetry - 2	Developing language identities through poetry
4	Film	Film for art and social justice
5	Stories/Story-telling	Learning language through narratives
6	Artistic creativity in peace linguistics	Language learning and peace
7	Music - 1	Learning language through music
8	Music - 2	Social activism through music
9	Children's literature	Art and social justice in picture books
10	Kamishibai	Peace education via kamishibai story-telling
11	Short stories	Learning language through literature - 1
12	Novels	Learning language through literature - 2
13	Public speeches	Learning language through art of speech
14	Wrap-up	Reflection and the future

【Work to be done outside of class (preparation, etc.)】

You should complete assigned reading and/or homework ahead of time and come to class ready for discussion. Review your lesson thoroughly after class.

For your peer teaching and research presentation, work together with your classmates to develop an art-based language lesson (peer teaching) and creative multi-media talk (presentation). Prepare an innovative presentation and rehearse to be effective!

【Textbooks】

Censor, Meera. (2011). Humanitarians for justice, nonviolence, and peace. San Bernardino, California.

【References】

Other readings will be distributed through H'etudes, the course website (学習支援システム). Handouts related to the course content to be provided in class. Bring a notebook and loose sheets of paper.

【Grading criteria】

a. Participation (20%)

b. Reading responses (20%)

c. Mock teaching using an art-based approach (25%)

d. Research presentation [on an activist] (20%)

e. Final reflection on an artistic language expression and teaching effectiveness (15%)

【Changes following student comments】

This is a new course to open in the spring of 2019 and to be conducted in English. Students must be competent speakers of English (native or proficient with TOEFL® iBT 61 or above). If you are interested in language teaching, you're an excellent fit for this class. If you are more of a learner who likes the fun of language and art, you are also welcome. I expect international and Japanese students of all majors to work collaboratively despite their different cultural and linguistic backgrounds. Come with an open heart and learn from each other!

【Equipment student needs to prepare】

Become familiar with the course website to download readings and post your reflections. You are also expected to check your university email account on a daily basis to keep up with course announcements.

【Others】

1) Regular attendance is essential in order to benefit from the interactive nature of this course. You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

2) If you have a good reason for your absence, you are responsible for informing me in person or by e-mail. When you miss class, it is your responsibility to find out what course material and homework you missed. Never plan to miss your presentations.

3) Come to class on time. Two latenesses beyond 10 minutes equal one absence, except in extreme circumstances. If you are late, come to me after class to straighten out the record of your absence.

4) You are expected to study course material before class and participate actively. Respect each other and others' learning opportunity. Work hard, make mistakes, and have fun!

LANe100LA

Intercultural Communication E

STEVE CORBEIL

Subtitle : Media, Culture and Politics in Quebec

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木 2/Thu.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

[Outline and objectives]

The goal of this class is to learn about the history and culture of French speakers living in the Canadian province of Quebec. Students will look at the very diverse cultural production of Quebec writers, intellectuals, and filmmakers from the 1960s to the present day. The class will focus on one important keyword in order to understand Quebec society and culture: the concept of sovereignty.

[Goal]

Students will learn the basic theories surrounding the political concept of sovereignty. Then, they will apply these theories in order to better understand Quebec literature and films. They will be able to develop a critical approach to literary and film analysis that takes into account the cultural specificity of Quebec as well as its place in wider debates concerning political independence, minority language and intercultural communication.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This is a lecture class, but students will have to ask questions during class and give their opinion on many aspects of the lecture. After every class they will have to write comment papers.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction to Quebec society from the 1960s	This class will be a survey of Quebec history from the Quiet Revolution to the present day.
2	Introduction to the concept of sovereignty	Students will learn about the concept of sovereignty through analysis of canonical texts.
3	Criticism regarding the concept of sovereignty and nationalism	We will look at the main criticism against sovereignty and nationalism as well as their impact on Quebec nationalist movement.
4	The importance of French language as the foundation of Quebec identity	We will try to understand why French is the cornerstone of Quebec identity.
5	Hockey, French language, and religion	We will watch and analyze a short film based on a novella by Roch Carrier: The Hockey Sweater
6	Personal sovereignty and political sovereignty	We will read and analyze excerpts from a novel by Hubert Aquin: Next Episode
7	Referendum and independence	We will look at the cultural production surrounding the first (1980) and second (1995) Quebec Referendum.
8	Post-referendum identity crisis	We will read and analyze songs and poems, as well as essays about the Referendum.
9	Immigration, identity, and interculturalism	We will look at the different steps taken by the Quebec government to create an inclusive society, and how it conflicts to a certain extent with the idea of sovereignty.
10	Current debates surrounding immigration and interculturalism	We will look at essays and opinion pieces written about immigration in Quebec.
11	Feminism in Quebec	Students will learn about the history of the feminist movement in Quebec.
12	Literature and migration	We will read a text by Kim Thy and look at the situation of refugees in Quebec.
13	Literature and Quebec migration	We will read a text by Marco Micone.
14	Quebec and cinema	We will watch and analyze a film by Pierre Falardeau.

[Work to be done outside of class (preparation, etc.)]

Students will be asked to read a series of texts by French writers and intellectuals in English translation. They will have to write short commentaries about the texts. Also, they will have to watch short films produced in Quebec.

[Textbooks]

There is no textbook for this class.

[References]

Jacques Derrida, *The Beast and the Sovereign, Volume I* (The Seminars of Jacques Derrida), University Of Chicago Press, 2011.

Jacques Derrida, *The Death Penalty, Volume I* (The Seminars of Jacques Derrida), University Of Chicago Press, 2013.

Hubert Aquin, *Next Episode*, New Canadian Library, 2010.

Roch Carrier, *The Hockey Sweater*, Tundra Books, 1985.

Gerard Bouchard, *Interculturalism: A View from Quebec*, University of Toronto Press, 2015.

Gerard Bouchard, *National Myths: Constructed Pasts, Contested Presents*, Routledge, 2013.

[Grading criteria]

Final exam (40%)

Final paper (40%)

Class participation (20%)

[Changes following student comments]

There has not been negative feedback for this class. I intend to put more emphasis on active learning this year.

[Equipment student needs to prepare]

None

[]

The goal of this class is to learn about the history and culture of French speakers living in the Canadian province of Quebec. Students will look at the very diverse cultural production of Quebec writers, intellectuals, and filmmakers from the 1960s to the present day. The class will focus on one important keyword in order to understand Quebec society and culture: the concept of sovereignty.

LANe100LA

Intercultural Communication F

Corinne VALLIENNE

Subtitle : Introduction to Contemporary Thought of the French-Speaking World

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 金 4/Fri.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

[Outline and objectives]

このクラスでは、ファッションと料理にフランス文化を発見するでしょう。
In this class you will discover French culture in fashion and gastronomy.

[Goal]

ファッションと料理の語彙や表現を発見。学生は、ファッションと料理のテーマについての会話を作ることができますようになります

you will be able to describe a fashion show and talk about stylists as well as to recognize regional dishes and chef

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

フランスのファッションとグルメの文化についてのテキストとビデオを制作します。

Nous travaillerons sur des textes et des vidéo concernant la culture française de la mode et de la gastronomie.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
第 1 回	Presentation	program of the semester
第 2 回	fashion	what is "fashion" for you ? Vocabulary and expressions
第 3 回	gastronomy	what is "gastronomy" for you ? Vocabulary and expressions
第 4 回	Fashion	Famous stylists and fashion companies
第 5 回	Fashion	Chanel1 - Text and video
第 6 回	Fashion	Chanel 2 - Text and video
第 7 回	Gastronomy	At restaurant - Vocabulary and expressions
第 8 回	Gastronomy	Alsace 1 : food and wine
第 9 回	Gastronomy	Alsace 2 : food and wine
第 10 回	Gastronomy	Provence : food and wine
第 11 回	Fashion	Jean-Paul Gaultier - video
第 12 回	Gastronomy	The art of eating from Middle age to XIXe century
第 13 回	Revision	Fashion and gastronomy revisions
第 14 回	Exam	Exam

[Work to be done outside of class (preparation, etc.)]

文献を事前に読む、テキスト・演習問題の予習・復習、授業内で示される課題（レポート、演習問題）対応など、準備学習・復習・宿題等の内容を具体的に記述します。

[Textbooks]

なし

[References]

dictionnaire

[Grading criteria]

存在と参加 La présence et la participation en classe : 60%.

最終試験 L'examen final : 40 %

[Changes following student comments]

直近の授業改善アンケートを踏まえた授業改善のための取り組みや工夫の内容を示します。

[]

you will be able to describe a fashion show and talk about stylists as well as to recognize regional dishes and chef

ARSe200LA

Intercultural Communication G

Taro OGATA

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 2/Wed.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

The purpose of the course is to provide students with opportunities to broaden their knowledge of Japan, especially in the areas of geography, history, industry, culture and so on.

【Goal】

Through the course, students will deepen their knowledge of Japan, which may support communication with Japanese people inside and outside of the campus.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

This course will consist of primarily lectures, discussions, presentations and field study trips. Students are expected to actively participate in group activities such as discussions or presentations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
Week 1	Orientation	Class orientation
Week 2	Geography-1	Introduction to Japanese geography
Week 3	Geography-2	Students will make a small presentation on Japanese geography
Week 4	Religions and customs	Introduction to Shinto and customs originated in Shinto beliefs
Week 5	The first field work	Visiting shrines
Week 6	Traditional arts	Introduction to Japanese traditional arts and preparation for the 2nd field trip
Week 7	The 2nd field work	Experiencing Japanese traditional art(s)
Week 8	Presentation	Students will make a small presentation on the 2nd field work
Week 9	Japanese gardens	Introduction to Japanese gardens
Week 10	The 3rd field work	Visiting a Japanese garden
Week 11	Japanese society	Politics, Industries, Education etc.
Week 12	Comparing cultures 1	Preparation for the final presentation
Week 13	Comparing cultures 2	Preparation for the final presentation
Week 14	Comparing cultures 3	Students will make a group presentation.

【Work to be done outside of class (preparation, etc.)】

Students are required to prepare presentations and reports on the field works.

【Textbooks】

Original handouts

【References】

Nothing special

【Grading criteria】

Class participation 20%

Reports 40%

Presentations 40%

【Changes following student comments】

Nothing special

【Others】

Japanese students are expected to actively join cooperation with international students on the group work.

【】

The purpose of the course is to provide students with opportunities to broaden their knowledge of Japan, especially in the areas of geography, history, industry, culture and so on.

ARSe200LA

Intercultural Communication H

Sonoko YAMAMOTO

Subtitle：Culture of Japan

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 4/Fri.4 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

[Outline and objectives]

The objective of this course is to provide students with a brief survey of Japanese culture, covering both traditional and modern aspects. It also aims to raise students' awareness of the Japanese culture as well as their own, which will promote a better intercultural communication with local people. Classes will consist of lectures and various activities, including field works, discussions, reaction paper writing, and student presentations.

[Goal]

At the end of this course, the students are expected to have a clearer and deeper understanding of Japanese culture and people, which eventually facilitates intercultural communication with Japanese people.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This course will consist of primarily lectures, discussions and presentations. Students are expected to actively participate in class / group discussions and oral presentations.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
Week 1	Class Orientation and Self-Introduction	[A selection process may occur.] ・ class-orientation ・ self-introduction
W 2	Nature and Seasonal Events	Variety of seasons and seasonal events in Japan.
W 3	History	Brief History of Japan History and Characteristics of Edo/Tokyo.
W 4	Field Work	Visiting Edo-Tokyo Museum
W 5	Feedback of W 4 Architecture and Urban Planning	Presentations by Students Natural disasters and their influence on people's life styles
W 6	Foods	1. Japanese traditional food and drinks, including home-cooking, bento, Kaiseki and Teas. 2. Foreign foods and innovations
W 7	Communication-1	Characteristics of Japanese Language:
W 8	Communication-2	Characteristics of Non-Verbal Communication
W 9	Entertainment	theaters and music
W 10	Field Work	Visiting a Kabuki Theater, Hanzomon, June 17 (MON) 18:30~
W 11	Feedback of W 10	Presentations by Students
W 12	Beliefs	rituals, customs and Taboos
W 13	Stereotypes	Collectivity, Vertically Structured Society, Homogeneity, etc.
W 14	Final Exam	Review Check of the whole course.

[Work to be done outside of class (preparation, etc.)]

- ・ Reading of assigned materials
- ・ Preparation for allotted presentation

[Textbooks]

Handouts

[References]

・ 日鉄住金総研『日本 その姿と心』NIPPON JAPAN THE LAND AND ITS PEOPLE

学生社 (2014) < DVD >

・ 松本美江『英語で日本紹介ハンドブック』アルク (2014)

(MATSUMOTO Mie, An Introductory Handbook to Japan and Its People, ALC)

*Additional relevant literature will be introduced in class as necessary.

[Grading criteria]

Class participation 30%

Presentation 30 %

Reaction paper writhing 10%

Final examination 30%

[Changes following student comments]

From this year the field works will be officially parts of the class activities.

[Equipment student needs to prepare]

none

[Others]

・ Do not miss the first class as the detailed syllabus will be handed out and a selection process may occur.

・ The students are required to participate in the 2 field works as below:

1. Visit to Edo-Tokyo Museum (Fri.15:00-17:30)

2. Discover Kabuki (Mon.18:30-21:00)

(Total expenditure: approximately 3,000yen)

*Discover Kabuki in National Theater is planned on MONDAY, due to the theater's schedule.

・ The schedule may be subject to change based on class size and other factors.

[]

The objective of this course is to provide students with a brief survey of Japanese culture, covering both traditional and modern aspects. It also aims to raise students' awareness of the Japanese culture as well as their own, which will promote a better intercultural communication with local people. Classes will consist of lectures and various activities, including field works, discussions, reaction paper writing, and student presentations.

BIO200LA

Natural Science A

Shinsuke UNO

Subtitle：Human Impact on the Global Environment

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月3/Mon.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

Human society is faced with not only various environmental problems but also equally important social problems. In light of this current situation, this course focuses on the concept of "sustainability" so as to provide students with an opportunity to learn about basic scientific aspects of the environmental problems and also to learn about relevant social issues in an attempt to provide a view from a wider perspective.

[Goal]

Although this course is taught in an English language environment, "teaching English" is NOT its primary objective. This course is designed to teach about ecological and social issues using the English language. Therefore, the course objectives are 1) to understand basic scientific concepts required to comprehend various environmental problems, 2) to understand social problems related to the environmental problems dealt with in this course, and 3) to understand interrelated nature of these problems to grasp the big picture of the current state of human society. Then, as a fourth objective, students should be able to express their thoughts about the course material in English both in writing and speech.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

Although this course deals with various topics from the perspective of "sustainability", the course is structured roughly in two parts. In the first part, students will learn about the basic features of ecosystem and biodiversity, that is to say, natural world that surrounds us and provides us with various essential resources. The second part will focus on environmental and social problems related to agriculture (food production) and use of other natural resources in order to explore our personal involvement in these issues.

The course will be taught entirely in English, and, although the course material will be presented in a series of lectures, videos, group activities, and discussions will also be utilized in combination when appropriate.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Understanding sustainability and basic features of ecosystem	As an introduction to the course, the concept of sustainability and the basic features of ecosystem will be discussed.
Week 2	What does a stable ecosystem look like?	The question of stability will be addressed in relation to human activities and their impacts on ecosystem.
Week 3	Species interactions and biological community	Different types of relationships among organisms and the complexity of biological community will be discussed.
Week 4	What is biodiversity and why is it important?	Basic features and current state of biodiversity will be discussed in relation to its importance for the human society.
Week 5	Applied ecology for sustainable resource management	Group activity is used to integrate the concepts learned in the previous lectures and apply them to ecological problem solving.
Week 6	Ecological issues of modern agriculture	Positive and negative impacts of agricultural modernization will be discussed.
Week 7	What is a food crisis and why does it occur?	The current state of global food security and causes of food shortage will be described.
Week 8	Food production and environmental conservation	Approaches to achieving food security without degrading environment will be discussed with concrete examples.
Week 9	Viewing the world from the South	Consequences of economic globalization will be discussed by drawing examples from the "developing" world.

Week 10	Is resource development sustainable?	Focusing on mineral resources, issues related to demand and supply of natural resources will be discussed.
Week 11	Consequences of "unwanted" development	Environmental and social problems caused by "development" in the developing world will be discussed.
Week 12	Understanding multi-stakeholder problem solving	Group work will be used to integrate the concepts learned in the previous lectures and apply them to socio-ecological problem solving.
Week 13	Toward a sustainable society	Alternative models that may help build a sustainable society will be discussed.
Week 14	What is happening in the global environment and where do we go from here?	The course contents will be reviewed to grasp the current state of the global environment, and future prospects will be discussed.

[Work to be done outside of class (preparation, etc.)]

Students are expected to review contents of individual lectures, thoroughly read distributed reading materials, and utilize the online learning support system as needed.

[Textbooks]

None. Reading materials will be distributed as needed.

[References]

To be announced as needed.

[Grading criteria]

Student performance will be graded based on quizzes (40 %), in-class participation (20 %), and writing assignments (40 %).

[Changes following student comments]

Students of varying background are taking this course, and, as such, there is an increasing need to cope with such differences among students, including their English skills. It seems effective to provide students with opportunities to interact with each other through group discussion, etc., Doing so seems to naturally provide opportunities to help each other.

BSC200LA

Natural Science B: Environmental Science

Naomi NISHIMURA

Subtitle : Environmental Science

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 木 2/Thu.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

[Outline and objectives]

One of the most pressing issues the Earth is facing is environmental problems. Such environmental problems are universal issues, so all the people on the earth should cooperate to solve these problems. At the beginning of this course, each environmental problem will be focused from the chemical viewpoint. Then, the students with different backgrounds will delve into the matters. The ultimate goal of this course is that we think about these problems deeply by sharing possible solutions with each other.

[None.]

None.

[None.]

None.

[None.]

None.

[Goal]

The goal of this course is for students to learn environmental problems through chemistry. The objective 1) entirely environmental problems in the world; 2) to learn them you understand basic chemistry; 3) they think about solving the imminent problems by themselves.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This course is taught in English. Students will be tested on their knowledge of chemistry at the beginning of the course, and the contents for the first three weeks of the course will be decided, based on the test results. After that, many different environmental problems are explained each week.

[Active learning in class (Group discussion, Debate.etc.)]

なし / No

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Overview of the course and explanation of some terminology. Test your chemistry level.
2	Basic chemistry 1	Learning the chemical skills to study this course.
3	Basic chemistry 2	Learning the chemical skills to study this course.
4	Basic chemistry 3	Learning the chemical skills to study this course.
5	Mini-test-1	Review learning
6	Air pollution	General air pollution
7	Health consequences of Polluted air	Acid rain, PMx, and effect of air pollution on our health.
8	Greenhouse effect-1	Climates change
9	Greenhouse effect-2	Climates change
10	Greenhouse effect-DVD	Climates change
11	Mini-test-2	Review learning
12	Water pollution and water shortage	The basic chemistry of natural water
13	Energy and fuels	Current energy system and alternative fuels and new energy
14	Final test	Overall review

[Work to be done outside of class (preparation, etc.)]

Write short essays.

[Textbooks]

None. Reading materials will be distributed as needed.

[References]

None.

[Grading criteria]

Participation (40%), mini-tests (20%), final examination (40%)

[Changes following student comments]

None.

[Equipment student needs to prepare]

None.None.

[Others]

None.

[None.]

None.

[None.]

None.

POL200LA

Social Science A

SCHIFANO ADRIEN

Subtitle : Global and Regional Governance

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 月 3/Mon.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

【Outline and objectives】

By what process are policies coordinated and actions concerted with regard to global issues? How and by whom are these processes organized and structured? Treating global governance as a process, this course examines how global governance functions at both international and regional levels through cases of Europe and East Asia. Henceforth, the course considers how these different levels of governance interact with regard to three different global issues and the policies built in response thereto in the two areas studied.

【Goal】

By the end of the course, students are expected to have acquired:

1. a good understanding of the structures and processes of global governance at both international and regional levels
2. a firm grasp of the diversity of actors involved in the global governance process
3. comprehension of the specific characters of global governance and corresponding issues and challenges

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by conducting a research on an organization of their choice that will result in a presentation during the second half of the semester (starting week 9) and a written report to be submitted at the end of the semester. This will be performed collectively or individually depending on the number of students attending the course.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Definitions, history, actors and institutions; methodology.
2.	Global governance I	Agenda and policy making.
3.	Global governance II	Decision-making processes.
4.	Global governance III	Follow-up mechanisms.
5.	Global governance IV	Prevention and settlement of conflicts.
6.	Regional governance I	Europe (1): historical background, institutional landscape, and challenges.
7.	Regional governance II	Europe (2): agenda and policies.
8.	Regional governance III	East Asia (1): historical background, institutional landscape, and challenges.
9.	Regional governance IV	East Asia (2): agenda and policies.
10.	Processes of global governance I	Promoting and protecting human rights and fundamental freedoms
11.	Processes of global governance II	Promoting development
12.	Processes of global governance III	Managing marine resources
13.	Issues affecting global governance I	Consistency, effectiveness, legitimacy Democratic deficit
14.	Conclusion	Towards a world government?

【Work to be done outside of class (preparation, etc.)】

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose.

【Textbooks】

None.

【References】

Thomas G. WEISS and Rorden WILKINSON (editors), International Organization and Global Governance (2014) Routledge (ISBN 978-0-415-62760-3)

Thomas G. WEISS, Global Governance, Why? What? Whither? (2013) Polity (ISBN 978-0745660462)

Colin I. BRADFORD and Johannes F. LINN (editors), Global Governance Reform, Breaking the Stalemate (2007) Brookings Institution Press (ISBN 978-0-8157-1363-0)

Michael BARNETT and Raymond DUVALL, Power in Global Governance (2005) Cambridge University Press (ISBN 978-0521840248)

【Grading criteria】

Participation in class (including homework and discussions): 50%; research project: 50% (presentation in class: 30%; written report: 20%).

【Changes following student comments】

Class sequence has been adjusted.

【Equipment student needs to prepare】

A pen and some paper are a must.

SCHIFANO ADRIEN

Subtitle：Global and Regional Governance

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月3/Mon.3 | Campus：市ヶ谷/Ichigaya | Grade：1～4

Notes：

[Outline and objectives]

Please kindly note that the course will exceptionally start on April, 15 instead of April, 8.

This course aims at providing students with an overview of the phenomenon, great in both scale and scope, styled 'international organizations' in its diversity and unity.

The course starts by focusing on the concept of international organization proper, and examines how these are inherently political societies wherein power happens and is organized according to certain structures. The course then moves on modalities for international organizations interacting with both each other and States, with a particular attention given to functions organizations perform amid the international society.

[Goal]

By the end of the course, it is expected that students:

1. acquire a good understanding of the nature of international organizations
2. have a grasp of the common principles according to which international organizations operate
3. have a concrete knowledge of several international organizations
4. acquire a critical understanding of the roles and functions that international organizations perform amid the global society, as well as issues and challenges pertaining thereto

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by conducting a research on an organization of their choice that will result in a presentation during the second half of the semester (starting week 9) and a written report to be submitted at the end of the semester. This will be performed collectively or individually depending on the number of students attending the course.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1.	Introduction	Historical and theoretical background.
2.	Proper operation I	Nature of international organizations: Definition(s), classifications, functions.
3.	Proper operation II	Creation of international organizations: Constitutive elements, creators, modalities, outcome.
4.	Proper operation III	Organizations as social groups (1) - Anatomy: Persons, elites, organs, agents, officials.
5.	Proper operation IV	Organizations as social groups (2) - Autonomy: Self-governance?, solidarity of the members, norms, degree of fiction in autonomy.
6.	Proper operation V	Organizations as social groups (3) - Leadership: Distribution of power, social functions, structural design.
7.	External relations I	Diplomatist function: participation, statuses, rights and obligations, privileges.
8.	External relations II	External Powers: functional aspects, dual role, other functions.
9.	Functions performed by organizations amid the international society I	Legislative function: direct or indirect, policy coordination, decision making

10.	Functions performed by organizations amid the international society II	Executive function: compliance, control/monitoring, inspection, reporting, service providing, enforcement, use of force
11.	Functions performed by organizations amid the international society III	Judicial function: prevention of disputes, settlement of disputes, sorts, modalities
12.	Coordination among organizations I	Cooperation: ad hoc coordination, permanent coordination, institutionalized coordination, modalities and technique
13.	Coordination among organizations II	Hierarchical model: universal and regional, systems of organizations
14.	Conclusion: current issues surrounding international organizations	Proliferation of international organizations, lack in framing their powers, fragmentation, redundancy, competition, forum-shopping, uncertainty, coordination

[Work to be done outside of class (preparation, etc.)]

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose.

[Textbooks]

None.

[References]

Volker RITTBERGER, Bernhard ZANGL, and Andreas KRUCK, International Organization (2012, 2nd ed.) Palgrave Macmillan (ISBN 978-0230291881);

Jan KLABBERS, An Introduction to International Organizations Law (2015, 3rd ed.) Cambridge University Press (ISBN 978-1107439719);

Michael BARNETT and Martha FINNEMORE, Rules for the World, International Organizations in Global Politics (2004) Cornell University Press (ISBN 978-0-8014-8823-8);

Jacob KATZ COGAN, Ian HURD, and Ian JOHNSTONE (editors), The Oxford Handbook of International Organizations (2017) Oxford University Press (ISBN 9780199672202);

[Grading criteria]

Participation in class (including homework and discussions): 50%; research project: 50% (presentation in class: 30%; written report: 20%).

[Changes following student comments]

Aiming at more clarity, contents of each class have been re-organized.

[Equipment student needs to prepare]

A pen and some paper.

