

Fall 2020 – Spring 2021
Global Business Program (GBP)
講義概要 (シラバス)



法政大学

科目一覽

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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 the 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 companies use strategic management tools, techniques, and concepts.

【Goal】

By the end of this course, students will be able to collect data about companies and analyze their strategic management. Students will also be able to understand the differences of the management processes of several companies via discussions & group projects. Students will also establish a strategic plan for a company. By the end of this course, students will learn how to logically write ideas in an essay.

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

This course is strongly related to the "DP1-1" diploma policies and fairly related to the "DP2-2", "DP3" and "DP5" policies.

【Method(s)】

Company research, case studies, and framework study are done both as homework and in class. Each class consists of lectures, homework feedback, discussions, and Q&A.

Group discussions & projects are designed for students to be company owners or project managers and to execute strategic planning.

*This class will meet every week via the Zoom app.

【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	Chapter 1: Strategic Management and Strategic Competitiveness	Definition of Strategy and Competitive Advantage: Alibaba (China),
3	Chapter 1: Strategic Management and Strategic Competitiveness	Starbucks (U.S.A), Stakeholders Reference styles
4	Chapter 2: The External Environment: Opportunities, Threats, Industry Competition and Competitor Analysis	Five Force Model: McDonald's (U.S.A), How are they doing now?
5	Chapter 3. The Internal Organization: Resources, Capabilities, Core Competencies, and Competitive Advantage	McDonald's Summary Presentation (group) Annual Report
6	Chapter 4. Business-Level Strategy Managing Relationship with Customers.	Hain Celestial Business-Level Strategy
7	Chapter 5. Competitive Rivalry and Competitive Dynamics	Kellogg Reference
8	Chapter 5. Competitive Rivalry and Competitive Dynamics	Kellogg Analysis Group Project
9	Chapter 7. Merger and Acquisition Strategies Merger, Acquisitions, and Takeovers	Kellogg Group Project
10	Presentations	Kellogg Presentation (group)
11	Chapter 8. International Strategy	Walmart 2014 Strategy How to research a company
12	Chapter 8. International Strategy	Walmart 2019 Discussion: Walmart Strategy
13	Chapter 8. International Strategy	Group Project Walmart Strategies

14 Presentations Presentations (group)
Final Essay (individual)

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

Textbook readings, preliminary company profile research, case readings, collecting data and preparations for group project. Preparatory study and review time for each class is 2 hours, which is mandatory for attending the class.

Based on you study at home, students will meet in the class for discussions and group projects. After the group activities, students will write essays individually.

【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】

Class participation (discussions & presentations) - 35%

Homework: Textbook reading & preliminary company research, etc. - 25%

Group projects and presentations - 10%

Individual essay submission based on group projects - 30%

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

【Changes following student comments】

It was more study at home than in class. - This is true, if you do not prepare enough at home, you won't be able to participate in class discussions or provide your ideas in group projects. Classes are where your learned theories are put into practice (i.e. case studies).

Class did not cover all the content in the syllabus. - This was true. From the homework students submitted, it was found that more time was needed to understand the content. Content has been reduced this year.

More Q&A time was needed. - Will have Q&A time at the beginning of each class.

【Equipment student needs to prepare】

Computer or Smartphone, PowerPoint, Word,

【Others】

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. (This is for the instructor to effectively manage the class.)

Students who do not attend the first two weeks may not enroll in this class. (Consult with the instructor for details.)

Class attendance is mandatory.

Absences without advance notice will NOT be eligible for makeups.

*If you consider taking this class, please sign up via Hoppi as earliest possible time. You will find more information there.

【Prerequisites】

N/A

【Career background of the lecturer】

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

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

Introduction to Accounting

Hirotsugu KITADA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月 4/Mon.4 | 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, principles, 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?]

This course is strongly related to the "DP1-2" and "DP2-1" diploma policies and fairly related to the "DP1-1" and "DP2-2" policies.

[Method(s)]

- In case it is difficult to hold classes in the classroom due to COVID-19, we plan to hold classes using Zoom. However, some of you may not have internet access, so we will also record the class using Zoom. The recorded lessons will be available until the next class.
- You are required to submit a photo of homework assignments to Google Classroom after checking the answer yourself. The link to Google Classroom will be posted on Hoppii.
- After the review, new topics are explained by the instructor, followed by group discussions and/or case analysis. Active participation is strongly recommended especially during discussions and analysis.
- Japanese company financial statements are used in case analysis.
- Questions and comments are welcomed at any time on the Zoom and Google Classroom.

[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.)]

Students are expected to spend an average of four hours preparing for this class, including answering assignments for each class.

- 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 expectation, the number of students who are allowed to register for the course will be limited in order to effectively manage the class. For this reason, if you are planning to take this course, do not forget to attend the first class.

[Prerequisites]

None.

ECN100FB-A5504

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 sources of risk in 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?】

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2" and "DP4" diploma policies and fairly related to the "DP1-3" policy.

【Method(s)】

This class consists of a series of lectures. Yet, the instructor intends to make this course as interactive as possible by asking students 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 complete reading assignments before class. In addition, students must submit home work assignments on due dates. Preparatory study and review time for this class are 4 hours all together.

【Textbooks】

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

【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】

70% based on quizzes given in class and and 30% 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 showing up in the first class significantly exceeds the expectation of the instructor, the instructor will limit the number of students who are allowed to enroll in this course in order for the instructor to effectively teach the class,

【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?】

This course is strongly related to the "DP2-1" and "DP2-2" diploma policies and fairly related to the "DP1-4", "DP4" and "DP5" policies.

【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 presentation 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. Preparatory study and review time for this class are 2 hours each.

【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.

EDU100FB-A5510

Introduction to University Study

Kaori KIKUCHI

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

【Goal】

Throughout this course, you 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?】

This course is strongly related to the "DP2-1", "DP2-2" and "DP5" diploma policies and fairly related to the "DP4" policy.

【Method(s)】

A range of teaching 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. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Handouts

【References】

To be advised during the course

【Grading criteria】

Class participation/contribution: 30

Writings: 40

Presentations: 30

【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

MAN300FB-A5513

Organizational Behavior I

Makiko NISHIKAWA

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]

Organizational behaviour (OB) seeks to understand human behaviour in organizational contexts. This course (OBI) will focus on basic attitudes and behaviour of people in organizations. Topics covered in OBI are; work values, individual perception, emotions, motivation, and decision making. As students' cultural backgrounds vary, comparative aspects will be emphasised.

[Goal]

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

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

This course is strongly related to "Sociology", "Social Psychology" and the "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP1-1" and "DP3" 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' own collective experiences and secondary data sets (International Social Survey Program, World Values Survey, etc.) will be analysed to examine the cultural differences in work attitudes and behaviour.

[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	Attitudes and behavior1	Diversity within us
3	Attitudes and behavior2	Which is more fundamental, attitudes or behaviour?
4	Work values	Culture, gender, and work values Comparison of work values by WVS
5	Perception	Perceptual processes Perceptual errors
6	Attribution	Attribution theory Attribution errors
7	Emotions	Emotions and behaviour Emotions and culture
8	Motivation1	Needs and motivation
9	Motivation2	Goals and motivation
10	Motivation3	Expectation and motivation
11	Motivation4	Comparison and motivation
12	Decision making1	Individual decision making
13	Decision making2	Group decision making
14	Summary	Final report presentation Course summary

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

Homework will be given occasionally. Students should write a final report based on homework and class discussions. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

No textbook will be used.

[References]

No Reference will be used.

[Grading criteria]

Participation to class and to discussion (50%)

Homework and final report (50%)

[Changes following student comments]

This course will encourage students to reflect on their own experiences as a group member from the point of view of organizational behaviour.

[Equipment student needs to prepare]

Important notices will be given through the Hosei University Course Management System, *Hoppii*.

To investigate secondary data sets, students may occasionally need to use their own PC.

[Others]

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, Human Resource Management I/II.

[Prerequisites]

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

MAN300FB-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?】

This course is strongly related to the "DP2-2", "DP3" and "DP4" diploma policies and fairly related to the "DP1-1" and "DP1-3" policies.

【Method(s)】

< Revised on September 1, 2020 >

I use Zoom for lectures, and Hoppii for distributing course materials and making announcements. 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.

【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
6	Staffing and Recruitment	Employment types
7	Human Capital Theory and Training	Theory and practices, job market of new graduates in Japan
8	Promotion and Career Concerns	General and specific training, OJT and Off-JT
9	Performance Evaluation (1)	Patterns of career development and roles of promotion
10	Performance Evaluation (2)	Theory of performance evaluation
11	Wages (1)	Practices of performance evaluation
12	Wages (2)	Typology and theory of wages
13	Fringe Benefits and Social Security	Practices in Japan and historical changes
14	HRM as a System	Theory and practices
		Complementarity among various parts of HRM

【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. Preparatory study and review time for this class are 2 hours each.

【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】

< Revised on September 2020 >

I will not conduct any formal exams separately in this semester. Instead, I ask you to submit 3 or 4 assignments during the semester. The final grade is based on the sum of those assignments. If students are very diligent in class participation, I may count that as bonus (20 points at the maximum) in addition to the total.

【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.

Global Business Strategy I

Dennis TACHIKI

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

Notes：

【Outline and objectives】

ON-LINE OUTLINE

THIS ON-LINE COURSE IS ORGANIZED AROUND AN "ACTIVE LEARNING" APPROACH. IN ACTIVE LEARNING, THE STUDENTS ARE ENCOURAGED INDIVIDUALLY (E.G., SELF-STUDY) AND COLLECTIVELY (E.G., GROUP WORK) TO EXPLORE AND DISCOVER THE SUBJECT MATTER'S KEY LEARNING POINTS UNDER THEIR OWN INITIATIVE (WITH SOME TEACHER GUIDANCE OF COURSE). IN THIS CONNECTION, THE CONTENTS OF THIS ON-LINE COURSE REMAINS UNCHANGED FROM THE IN-CLASS COURSE; HOWEVER, YOU WILL RECEIVE YOUR INSTRUCTION THIS SEMESTER THROUGH (1) PRIMARILY THE CLASS HOPPII WEBPAGE'S ASSIGNMENT BOX (WEEKLY), (2) SUPPLEMENTAL ZOOM SESSIONS (3-5 SESSIONS), AND (3) E-MAIL COMMUNICATIONS. PLEASE KEEP IN MIND THAT AN ON-LINE COURSE REQUIRES YOU TO PRACTICE GOOD TIME MANAGEMENT AND PLANNING.

Global business strategy refers to formulating, implementing and evaluating the flow of goods, people, money and information across national borders. In this connection, after world war II, American companies (e.g. Coca Cola, Ford, IBM) followed by European companies (e.g. Nestle, Mercedes-Daimler. Shell) were the exemplars of how to manage these cross border flows. However. in the 1970s onward, Japanese companies (e.g., Toyota, Panasonic, Sony) and more recently Chinese and "born global" Asian companies are setting a new pathway to global business.

The main objective of this course, then, is to learn the variety of theories and analytical tools available for understanding global business strategies east and west in three areas—internal/external nexus, business strategies, and corporate strategies—through discussion, case studies and research based presentations.

【Goal】

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

・ Understand the challenges they will face when working in a global economy and what options they have to respond to different business situations.

・ THEORY: Understand the key concepts and principles constituting business strategies.

・ METHODS: Learn how to evaluate systematically various business situations through case studies. In this connection, students will learn how to read and write a case study.

・ TOOLS: Use selected problem-solving techniques to analytically evaluate data/information .

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?】

This course is strongly related to the "DP1-1" and "DP4" diploma policies and fairly related to the "DP2-2" policy.

【Method(s)】

THE BEST CLASSROOMS DO NOT HAVE FOUR WALLS: LEARNING TAKES PLACE ANYWHERE, ANY TIME. IN YOUR CLASSROOM, THEN, I WILL EXPECT YOU TO CONDUCT THREE ACTIVITIES. FIRST, PLEASE LOG-IN TO OUR COURSE HOPPII WEBPAGE TO FIND THE REQUIRED READING (1-3 PER WEEK). SECOND, ALSO IN OUR COURSE HOPPII WEBPAGE WILL BE A SET OF EXERCISES/ASSIGNMENTS TO DEMONSTRATE YOU COMPREHEND THE SESSION LEARNING POINTS. AND THIRD, WRITE 3 SHORT REPORTS. PLEASE KEEP TO THE STATED DEADLINES.

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	Introduction to Course	<ul style="list-style-type: none"> Introduction to the Course and Syllabus What is global business strategy? What is a case study?
Week 2	Types of Strategies	<ul style="list-style-type: none"> Integration Intensive Diversification Defensive
Week 3	External Analysis (1)	<ul style="list-style-type: none"> Industry structure Competitive forces Policy environment Corporate social responsibility
Week 4	External Analysis (2)	Case Study
Week 5	Internal Analysis (1)	<ul style="list-style-type: none"> Group work Resources Core competencies Value chain
Week 6	Internal Analysis (2)	<ul style="list-style-type: none"> Case Study Group work
Week 7	Business Strategy (1)	<ul style="list-style-type: none"> Cost leadership Differentiation Focus strategies
Week 8	Business Strategy (2)	Case Study
Week 9	Business Strategy (3)	<ul style="list-style-type: none"> Group work Group presentation
Week 10	Midterm Examination	Midterm Examination
Week 11	Corporate Strategy (1)	<ul style="list-style-type: none"> Vertical integration Strategic outsourcing Diversification

Week 12	Corporate Strategy (2)	Case Study · Group work
Week 13	Corporate Strategy (32)	· Group presentation
Week 14	Final Examination	Final Examination

【Prerequisite】

- Willingness to kaizen!
- Suggest enrolling in this course from the 2nd year.

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

ON-LINE COURSE**· 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.

· TIME MANAGEMENT

PREPARATORY STUDY AND REVIEW TIME FOR THIS CLASS ARE 3-5 HOURS FOR EACH SESSION. YOU ARE REQUIRED TO ALLOCATE TIME EACH WEEK TO PREPARE THE ON-LINE ASSIGNMENT(S).

· DEADLINES

ADHERE TO ALL DEADLINES!

CLASS ROOM COURSE

· 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. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

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

【References】

Fred R. David and Forest R. David. 2017 Strategic Management: A Competitive Advantage Approach, Concepts and Cases (Global edition). Pearson ISBN 978 1 292 14849 6292 148496

【Grading criteria】

Students will be graded based on the following criterions:

10% Class participation

10% Assignments and Group work

30% Case Studies and presentations (10%, 10% and 10%)

15% Midterm Examination

35% Final Examination

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

【Changes following student comments】

First time is offered.

【Equipment student needs to prepare】**ON-LINE COURSE**

STUDENTS ARE EXPECTED TO HAVE INTERNET ACCESS (E.G., WIFI, CABLE, ETC) TO A COMPUTER AND/OR SMART PHONE. IF YOU DO NOT, THEN SEND AN E-MAIL MESSAGE TO INFORM THE PROFESSOR. ALSO INFORM THE PROFESSOR IF YOU EXPERIENCE ANY DIFFICULTIES DURING OUR ZOOM SESSIONS.

CLASSROOM COURSE

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.

· If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

· Related GBP courses are Introduction to Operations Management, Principles of Marketing, and International Business

MAN300FB-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?】

This course is strongly related to the "DP2-1" diploma policy and fairly related to the "DP1-1", "DP2-2", and "DP3" policies.

【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: PART 1 theory
8	Product Development	Case Study: HOSEI original brand green tea: PART 2 practical implication
9	Price Management	Case Study: Starbucks and Dotour: PART 1 theory
10	Price Management	Case Study: Starbucks and Dotour: PART 2 practical implication
11	Promotion Management	Case Study: NIKE PART 1 theory
12	Promotion Management	Case Study: NIKE PART 2 practical implication
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 Preparatory study and review time for this class are 2 hours each.

【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.

MAN300FB-A5532

Distribution in Japan

Nobukazu AZUMA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 6/Fri.6 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

【Outline and objectives】

This course aims at deepening our understandings of the retail and distribution system. An emphasis is placed on that in Japan. At the end of this course, you'll have acquired hands-on knowledge on (1) the social roles of the distribution system, (2) idiosyncrasies and historical development of the Japanese retailing and distribution system and (3) some of the critical issues surrounding retailing and distribution trades in Japan today.

【Goal】

Through participating in this course, students are expected to acquire fundamental knowledge on various types of distribution channels as well as the social roles that the distribution system plays in a given socio-cultural and economic setting. Students are also given opportunities to compare the distribution system in his / her own country with its Japanese counterpart, making use of related statistics and other secondary sources, together with some fieldworks. Course assignments are designed in a way that students can develop their interests in those retailers, wholesalers or manufacturers that represent the Japanese distribution today.

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

This course is fairly related to the "DP1-1", "DP2-1", "DP2-2", "DP3", "DP4" and "DP5" diploma policies.

【Method(s)】

This course consists of a combination of lectures, in-class discussions, student-led presentations, and site visit / guest talk.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Course guidance & introduction	-Course guidance: Scope of the course and course requirements -Introduction: Why do we study retailing and distribution?
2	Retailing & distribution system and its social roles (1)	-What is retailing and distribution (system) anyway? -Why do we need merchants' intermediaries between production and consumption? -What does retail and distribution system deliver to us?
3	Retailing & distribution system and its social roles (2)	-The functions of retail and distribution system -Who perform the functions and activities in the retail and distribution system? -Who pay the costs of distribution? (The concept of distribution costs)
4	Retailing in Japan: Its structure and social roles (1)	-What is retailing? -Who perform the roles of retailing? -Social roles expected to retailing -Factor affecting retail change (task environment and constraining environment) -Structure of Japanese retailing
5	Retail formats and retail types (1)	-Introductory case study
6	Retail formats and retail types (2)	-Retail formats and retail types -Structure of Japanese retailing from the perspective retail types -Principal retail types
7	Retail formats and retail types (3)	-Principal retail types in Japan and retail format innovation
8	Guest lecture on retailing in Japan or Site visit	-Details are to be announced in class
9	Retailers' own brand (Private brand)	-Introductory case study (UNIQLO - Fast Retailing) -Considering own brands from retailers' / manufacturers' perspectives

10	Wholesaling in Japanese distribution	-Learning the idiosyncrasies of wholesale trades from the case study of a Japanese convenience store multiple
11	Internationalisation of retailing (1)	-The notion of internationalisation in retailing -Retailers' motivations to internationalise their operations
12	Internationalisation of retailing (2)	-Multiple cases of Japanese retailers' internationalisation process
13	End-of-term presentation (1)	-The first group of students are presenting their course assignments.
14	End-of-term presentation (2)	-The second group of students are presenting their course assignments.

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

Students are expected to familiarise themselves with the phenomena related to retailing and distribution trades, including marketing activities among Japanese firms, throughout the semester. It will help them better understand what they study in this course. * Students are to spend two hours plus for the preparation and review of each class.

【Textbooks】

There is no specific course textbook. Learning materials are to be distributed prior to each lecture.

【References】

Fernie,J,Fernie,S, and Moore,C. (2015) Principles of Retailing 2nd Edition,Routledge, ISBN(978-1138791954)
Goworek,H, and McGoldrick,P. (2015) Retail Marketing Management : Principles & Practice, Pearson Education, ISBN(978-0273758747)

【Grading criteria】

(1)End-of-term presentation (30%)
(2)Participation and contribution to the class (35%) and
(3)End-of-term assignment (Essay) (35%)

【Changes following student comments】

NA (I am teaching this course for the first time in GBP this year.)

【Equipment student needs to prepare】

Students are occasionally required to bring in their own PC.

【Others】

Although it is not mandatory, it is desirable to have taken the set of introductory courses (e.g. Introduction to; organisational / strategic management, accounting, finance, marketing, and organisational management and etc.) upon registering on this class.

【Outline and objectives】

ON-LINE OUTLINE

THIS ON-LINE COURSE IS ORGANIZED AROUND AN "ACTIVE LEARNING" APPROACH. IN ACTIVE LEARNING, THE STUDENTS ARE ENCOURAGED INDIVIDUALLY (E.G., SELF-STUDY) AND COLLECTIVELY (E.G., GROUP WORK) TO EXPLORE AND DISCOVER THE SUBJECT MATTER'S KEY LEARNING POINTS UNDER THEIR OWN INITIATIVE (WITH SOME TEACHER GUIDANCE OF COURSE). IN THIS CONNECTION, THE CONTENTS OF THIS ON-LINE COURSE REMAINS UNCHANGED FROM THE IN-CLASS COURSE; HOWEVER, YOU WILL RECEIVE YOUR INSTRUCTION THIS SEMESTER THROUGH (1) PRIMARILY THE CLASS HOPPII WEBPAGE'S ASSIGNMENT BOX (WEEKLY), (2) SUPPLEMENTAL ZOOM SESSIONS (3-5 SESSIONS), AND (3) E-MAIL COMMUNICATIONS. PLEASE KEEP IN MIND THAT AN ON-LINE COURSE REQUIRES YOU TO PRACTICE GOOD TIME MANAGEMENT AND PLANNING.

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 a company's supply chain. 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?】

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP3", "DP4" and "DP5" diploma policies.

【Method(s)】

THE BEST CLASSROOMS DO NOT HAVE FOUR WALLS: LEARNING TAKES PLACE ANYWHERE, ANY TIME. IN YOUR CLASSROOM, THEN, I WILL EXPECT YOU TO CONDUCT THREE ACTIVITIES. FIRST, PLEASE LOG-IN TO OUR COURSE HOPPII WEBPAGE TO FIND THE REQUIRED READING (1-3 PER WEEK). SECOND, ALSO IN OUR COURSE HOPPII WEBPAGE WILL BE A SET OF EXERCISES/ASSIGNMENTS TO DEMONSTRATE YOU COMPREHEND THE SESSION LEARNING POINTS. AND THIRD, WRITE 3 SHORT REPORTS. PLEASE KEEP TO THE STATED DEADLINES.

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	Introduction to Course	<ul style="list-style-type: none"> ・ Introduction to the Course and Syllabus ・ What is monozukuri? ・ What is a case study?
Week 2	Case Study	<ul style="list-style-type: none"> ・ Introduction to 7-11 Japan case study
Week 3	Design Information (1)	<ul style="list-style-type: none"> Customers Relationships and Customer Services (Wisner, Chapter 5) ・ Collect customer information ・ Segment customers
Week 4	Design Information (2)	<ul style="list-style-type: none"> ・ Group work
Week 5	Design Information (3)	<ul style="list-style-type: none"> ・ Design a customer relationship program (House of Quality) ・ Select a customer relationship software
Week 6	Design Information (4)	<ul style="list-style-type: none"> ・ Deliver program to targeted customer segments ・ Design performance metrics
Week 7	Product Architecture (1)	<ul style="list-style-type: none"> New Product and Service Design (Wisner, Chapter 3) ・ Generate idea ・ Develop concept
Week 8	Product Architecture (2)	<ul style="list-style-type: none"> ・ Group work
Week 9	Product Architecture (3)	<ul style="list-style-type: none"> ・ Analyze and screen ・ Design product and processes
Week 10	Product Architecture (4)	<ul style="list-style-type: none"> ・ Test product ・ Introduce product to market

Week 11	Supply Chain (1)	Integrating Processes Along the Supply Chain (Wisner, Chapter 16) <ul style="list-style-type: none"> · Identify key trading partners · Establish supply chain strategies
Week 12	Supply Chain (2)	<ul style="list-style-type: none"> · Align key process objectives with supply chain strategies · Develop performance measures
Week 13	Supply Chain (3)	<ul style="list-style-type: none"> · Group work
Week 14	Supply Chain (4)	<ul style="list-style-type: none"> · Assess and improve external process integration · Re-evaluate annually

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

ON-LINE COURSE

· 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.

· TIME MANAGEMENT

PREPARATORY STUDY AND REVIEW TIME FOR THIS CLASS ARE 3-5 HOURS FOR EACH SESSION. YOU ARE REQUIRED TO ALLOCATE TIME EACH WEEK TO PREPARE THE ON-LINE ASSIGNMENT(S).

· DEADLINES

ADHERE TO ALL DEADLINES!

CLASS ROOM COURSE

· 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. Preparatory study and review time for this class are 2 hours each.

[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%)

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

[Changes following student comments]

Revise syllabus to focus on design information, product architecture and supply chain

[Equipment student needs to prepare]

ON-LINE COURSE

STUDENTS ARE EXPECTED TO HAVE INTERNET ACCESS (E.G., WIFI, CABLE, ETC) TO A COMPUTER AND/OR SMART PHONE. IF YOU DO NOT, THEN SEND AN E-MAIL MESSAGE TO INFORM THE PROFESSOR. ALSO INFORM THE PROFESSOR IF YOU EXPERIENCE ANY DIFFICULTIES DURING OUR ZOOM SESSIONS.

CLASSROOM COURSE

· 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.

· If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

[Prerequisite]

Introduction to Operations Management or Teacher's permission

ECN300FB-A5536

Principles of Microeconomics

Rika TAKAHASHI

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 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?】

This course is strongly related to the "DP1-3", "DP2-1" and "DP2-2" diploma policies.

【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, "H'etudes".

【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. Preparatory study and review time for this class are 2 hours each.

【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】

In order to gain practical skills, I will give you more opportunities for exercises.

【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.

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 the products and customers.

【Goal】

Students will learn the present business environment in Japan through guest speakers' business/social experiences. Students will also put themselves in the guest speaker's working environment and identify and solve the problems following the guest speakers' lead. Students also create their own career plan in a case study.

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

This course is strongly related to the "DP2-1", "DP2-2" and "DP3" diploma policies and fairly related to the "DP1-1", "DP4" and "DP5" policies.

【Method(s)】

During the course, four guest speakers will introduce their business and social experiences. What brought them to the present situation? What industry are they in? What are their products/services? What are their marketing strategies? Why are their products/services 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 (academic writing), join group discussions, and give presentations during the course.

*This class will meet every week via the Zoom app.

【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. Company Profiles.
2	Students' Internship Reports	Student presentation on his/her internship experience.
3	Guest Speaker: Starting an Education Business	The guest speaker's shares his experience as an employee and as an employer in an education business
4	Long Term Employment	Company introductions. Student career plan. Discussion & short presentation.
5	Guest Speaker: Long Term Employment	The guest speaker introduces what it is like to work in a company long-term.
6	Long Term Employment	Career plans and employment. Structure of an essay.
7	Design Paint & Commercial Paint	How to put artistic sense in a commercial paint business.
8	Guest Speaker: Design Paint & Commercial Paint	The guest speaker introduces her strategy to differentiate her business from others.
9	Review of Design Paint as a Project Manager	The job responsibility of a project manager. Logical presentation & writing.
10	Develop a Business Plan	IT company research.
11	IT Business or AI Business? Preparation for the Joint Session for the following week.	Discussions and preparation.
12	Joint Session with Other University Students	TBA
13	Guest Speaker: IT Business or AI business?	The guest speakers introduces recent trends of entrepreneurship.
14	Final Presentations.	Presentations & Peer Reviews.

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

Web & library research and readings, etc.

Preparatory study and review time for each class is 2 hours.

【Textbooks】

N/A.

【References】

N/A.

【Grading criteria】

Class participation and reaction paper - 40%

Homework - 20%

Presentations & Essays - 40%

【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. Fewer guest speakers and more discussion time are preferred.

【Equipment student needs to prepare】

Computer or Smartphone,

PowerPoint & Word.

【Others】

Guest speakers are subject to change. Details will be updated on the first day of 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. (This is for the instructor to effectively manage the class.)

Students who did not attend the first two weeks may not enroll in this class. (Consult with the instructor for details.)

Class attendance is mandatory.

Absences without advance notice will NOT be eligible for makeups.

*If you consider taking this class, @lease sign up via Hoppi as earliest possible time. You will find more information there.

【Prerequisites】

None

【Career background of the lecturer】

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

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

MAN100FB-A5544

Special Topics in Global Business A

Azusa Ebisuya

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】

This course is designed to provide undergraduate students in the Global Business Program (GBP) deep understanding of how national societies are built and influence people's thoughts and action. Each class will give the students to learn how the cultural framework you live or will work with is different from your own.

【Goal】

Through the interactive learning experiences with informative lectures and discussions, the students will be able to grasp how to react when they encounter different cultural viewpoints. The students also are expected to be able to explain how organizational cultures differ from national cultures, and how they can be managed.

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

This course is strongly related to the "DP1-1", "DP2-2" and "DP3" diploma policies and fairly related to the "DP4" policy.

【Method(s)】

The entire course will be delivered in an interactive manner, facilitating the students to get involved in the class actively. Students will have to work with their team members on discussions and tasks.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction to the course	<ul style="list-style-type: none"> Course overview Team making Team building-up
Week 2	Navigating cultural differences	<ul style="list-style-type: none"> What is culture? Invisible boundaries that divide the world Map of world's cultures
Week 3	Communicating across cultures	<ul style="list-style-type: none"> Interplay of language and history What is good communication? Strategies for working with people from different cultures
Week 4	Evaluating performance and providing negative feedback	<ul style="list-style-type: none"> Direct negative feedback Indirect negative feedback What is politeness?
Week 5	Persuasion in a multicultural world	<ul style="list-style-type: none"> Styles of reasoning Strategies for persuading across cultures
Week 6	Leadership and power	<ul style="list-style-type: none"> Increasing your effectiveness The Hofstede's concept Power distance
Week 7	Making decisions	<ul style="list-style-type: none"> Managing hierarchical culture Taking a consensus The Japanese "ringi" system
Week 8	Trust and growth	<ul style="list-style-type: none"> Avoiding culture clashes Task-based culture Relationship-based culture Strategies for building trust across cultural divides
Week 9	Disagreeing productively	<ul style="list-style-type: none"> Confrontation vs. emotional expressiveness Getting global teams to disagree agreeably
Week 10	Scheduling and cross-cultural perceptions of time	<ul style="list-style-type: none"> Relationships as a key to understanding the scheduling scale The style-switching approach to scheduling challenges
Week 11	Putting the culture map to work	<ul style="list-style-type: none"> Plotting your culture using the suggested scale Bridging the fault lines
Week 12	Team's original presentations and review (1)	<ul style="list-style-type: none"> Team presentation based on the original research Review and discussion
Week 13	Team's original presentations and review (2)	<ul style="list-style-type: none"> Team presentation based on the original research Review and discussion

Week 14	Team's original presentations and review (3)	<ul style="list-style-type: none"> Team presentation based on the original research Review and discussion
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【Work to be done outside of class (preparation, etc.)】

The students are expected to read the materials for each class beforehand and prepare for discussions during the class. Each team should prepare two presentations: a presentation for the assigned topic and the team's original presentation. In addition, each team submit a report after the course closes. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Slides and additional reading materials will be provided through the web-system.

【References】

We will refer the books below:

(1) Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival*, McGraw Hill.

(2) Meyer, E. (2014). *The culture map: breaking through the invisible boundaries of global business*. Public Affairs.

Supplementary reading materials and/or websites will be shared through the web-system.

【Grading criteria】

Participation in discussions: 20%

Contribution to the team's assigned presentation: 30%

Contribution to the team's original presentation: 30%

Term paper: 20%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts, and submitting papers.

【Others】

This course is related to other courses entitled "Special Topics in Global Business B" and "Seminar" delivered by the same lecturer.

【Prerequisite】

None

MAN100FB-A5545

Special Topics in Global Business B

Azusa Ebisuya

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]

How did Japanese business practices and industries evolve, how did culture affect management styles, and how did production technologies shape Japanese industry and business practices? This course is designed to provide undergraduate students in the Global Business Program (GBP) deep understanding of answers and concepts associated with the aforementioned questions. This course will introduce typical operational styles, unique business terms, and manners of Japanese enterprises to students who are interested in learning Japanese management styles.

[Goal]

Through the interactive learning experiences, the students are expected to grasp an overview of the modern Japanese business environment, important social concepts in Japanese society, and their relevance to Japanese management and culture.

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

This course is strongly related to the "DP1-1" and "DP2-2" diploma policies and fairly related to the "DP3" and "DP4" policies.

[Method(s)]

The entire course will be delivered in an interactive manner, facilitating the students to get involved in the class actively. Students will have to work with their team members on discussions and tasks.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Course overview: How to benefit from the course?	<ul style="list-style-type: none"> Team making Team building through activities
Week 2	Building human relationships	<ul style="list-style-type: none"> Manners and rules when associating with colleagues holding different positions Manners and rules when communicating with people outside the company Role-playing in teams: Speak to subordinates, bosses, and clients in a manner fitting a Japanese company.
Week 3	Collectivism vs. individualism	<ul style="list-style-type: none"> Hiring new-graduates vs. mid-career professionals What collectivism/individualism requires from you Different working styles between collectivism and individualism Think in teams: Solve given problems following collectivism/individualism
Week 4	High-context vs. Low-context culture	<ul style="list-style-type: none"> Inductive communication vs. deductive communication Vagueness vs. explicitness Unwritten rules vs. written rules Team wok: Advise the newcomers to the company
Week 5	In-group/out-group cultures vs. open cultures	<ul style="list-style-type: none"> In-group/out-group cultures Communication manners in in-group/out-group cultures Communication manners in open cultures Role-playing in teams: Speak to your clients
Week 6	Bottom-up vs. top-down information processing	<ul style="list-style-type: none"> Differences in decision-making Differences in problem-solving practices Differences in innovation practices Team work: Make a proposal for a new product

Week 7	Hierarchical vs. flat interactions	<ul style="list-style-type: none"> Hierarchical vs. flat behavior in management Interaction practices in hierarchical communities Interaction practices in flat communities Role-playing in teams: Negotiate your work schedule with your boss
Week 8	Team presentations and review (1)	<ul style="list-style-type: none"> Present the differences in in-work interactions between Japanese and your culture Review and discussion based on the topics brought by students
Week 9	"Three sacred treasures" of Japanese management	<ul style="list-style-type: none"> Life-time employment The seniority based wage system Enterprise union Think in teams: How are these three treasures evolving in the globalizing Japanese business environment?
Week 10	Quality control in Japan	<ul style="list-style-type: none"> Quality improvement process Total quality control Lean management Team work: Suggest improvements to the campus cafeteria
Week 11	Kaizen approach	<ul style="list-style-type: none"> Continuous improvement All-function involvement All-employee involvement Think in teams: Kaizen in "The Toyota Way"
Week 12	High-quality manufacturing	<ul style="list-style-type: none"> Monozukuri spirit: "3 Mus" Japanese craftsmanship Relentless pursuit of improvement Think in teams: Discuss of different cases of "3 Mus" in Japanese manufacturing
Week 13	Innovation	<ul style="list-style-type: none"> Research and innovation Innovation and technology Innovation and population decline Think in teams: Discuss about Japanese innovative enterprises and their practices
Week 14	Team presentations and review (2)	<ul style="list-style-type: none"> Present the differences in in-work interactions between Japanese and your culture Review and discussion based on the topics brought by students

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

The students are expected to go through the slides and other materials which will be distributed beforehand through the web-system. This will help the students to actively participate the role-playing activities and discussions. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Slides, resumes, and additional reading materials will be provided through the web-system.

[References]

Supplementary reading materials and/or websites will be shared through the web-system.

[Grading criteria]

Team activity participation: 30%
Contribution to presentation (1): 20%
Contribution to presentation (2): 20%
Term paper: 30%

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts, and submitting papers.

発行日：2020/9/14

[Others]

This course is related to other courses entitled "Special Topics in Global Business A" and "Seminar" delivered by the same lecturer.

[Prerequisite]

None

CAR300FB-A5547

Internship

Keiko OKAMOTO

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：1～4
 Notes：

【Outline and objectives】

In an actual working environment, students will gain a better understanding on how a project will be completed in an organization, interacting with its suppliers and clients.

【Goal】

Students will learn through hands on activities how a department/division in a company interact with each other. In the fall semester after the internship, students will make a presentation to introduce the company and explain how the organization worked effectively based on their experiences and observations.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

*****Due to COVID-19, the Internship schedule has been changed. Please see "others" section for details*****

The class registration will open in the 2020 fall semester. An introduction class and a preparation class will be held during the 2020 spring semester. Students will commute to a company on fixed dates during the summer 2020. Students will make a presentation during the 2020 fall semester. Dates will be announced in the preparation class.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Students will attend orientations offered by companies that offer Internship in the summer, 2020.
2	Preparation	Students will attend a preparation meeting.
3	Internship 1	Intern at a company.
4	Internship 2	Intern at a company.
5	Internship 3	Intern at a company.
6	Internship 4	Intern at a company.
7	Internship 5	Intern at a company.
8	Internship 6	Intern at a company.
9	Internship 7	Intern at a company.
10	Internship 8	Intern at a company.
11	Internship 9	Intern at a company.
12	Internship 10	Intern at a company.
13	Internship 11	Intern at a company.
14	Wrap up/Internship presentation	Presentation during the 2020 fall semester.

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

Students will write a journal during the internship, which will be submitted to the instructor. Upon completion of the internship, students will make a PowerPoint presentation. The PowerPoint and transcript must be submitted as homework.

Preparatory study and review time for this class are 2 hours all together.

【Textbooks】

N/A

【References】

Richard N. Bolles (2017). What Color Is Your Parachute? 2018: A Practical Manual for Job-Hunters and Career-Changers.Ten Speed Press.

【Grading criteria】

Attendance, punctuality, and behavior at work.(Feedback from the company where students interned) - 55%

PowerPoint and Presentation transcript- 30%

Presentation- 15%

Guidelines will be provided in the preparation session in the 2020 spring semester.

【Changes following student comments】

A business trip to Osaka was scheduled, but unfortunately, it was cancelled because of a typhoon. One of the students told junior students in a presentation session that the internship was worth to learn how to perform professionally.

【Equipment student needs to prepare】

Appropriate clothing for work. Please follow the company dress code. PowerPoint & Word.

【Others】

As of September, 2020***

Due to COVID-19, the 2020 FALL Internship schedule has been changed.

Please note that this temporal schedule may be subject to change depending on the governmental restrictions and internship companies' situations due to the COVID-19.

The class schedules as of September 2020 are as follows:

A preparation class will be held during the 2020 fall semester and students will commute to a company or intern on-line on fixed dates during winter 2021. The class registration will open in the 2021 Spring semester. Students will make a presentation during the Spring semester. Details such as meeting dates and screening processes will be announced during the 2020 fall semester.

*Further announcement will be posted on "Internship" class via the Learning Management System.

Students eligible for this class must be either a sophomore, junior, or senior as of September 2020.

【Prerequisite】

None

MAN300FB-A5549

Seminar

Azusa Ebisuya

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 course will teach the students how the place where you grew up shapes the way you think, feel, and act. We will employ the Hofstede's concept of cultures and organizations for discussing how national cultures differ in the areas of inequality, assertiveness versus modesty, and tolerance for ambiguity. We will also deepen our understanding of stereotyping, differences in language, cultural roots, and other intercultural dynamics.

【Goal】

By the ending of this course, the students are expected to be able to explain what the "moral circles" that Hofstede et al. introduced are, and how the national/organizational cultures affect how people think, feel, and behave. The students also are expected to be able to share their thoughts and opinions with classmates actively through the interactive learning experiences.

【Which item of the diploma policy will be obtained by taking this class?】
This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

The entire course will be delivered in an interactive manner, facilitating the students to get involved in the class actively. Students will be assigned to give presentation(s) as well as to write a term-paper at the ending of the course.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction to the course	<ul style="list-style-type: none"> Course overview The Hofstede's concept of culture Cultures in organizations
Week 2	The rules of the social game	<ul style="list-style-type: none"> Cultures as mental programming Values and moral circle National management cultures
Week 3	Studying cultural differences	<ul style="list-style-type: none"> Dimensions of national cultures The IBM research The Hofstede dimensional model
Week 4	More equal than others	<ul style="list-style-type: none"> Measuring inequality in society The power distance index The future of power distance differences
Week 5	I, we, and they	<ul style="list-style-type: none"> Individualism vs. collectivism Universalism vs. exclusionism Language and behavior in individualist and collectivist cultures
Week 6	He, she, and (s)he	<ul style="list-style-type: none"> Assertiveness vs. modesty Genders and gender roles Masculinity and femininity The avoidance of uncertainty The tolerance of ambiguity in society
Week 7	What is different is dangerous	<ul style="list-style-type: none"> Project GLOBE National values and the teaching of Confucius Long-term orientation and short-term orientation Long-and-short-term orientation and economic growth
Week 8	Yesterday, now, or later?	<ul style="list-style-type: none"> The nature of subjective well-being Indulgence vs. restraint Origins of social differences in indulgence vs. restraint
Week 9	Light or dark?	<ul style="list-style-type: none"> Culture and organizational structure Motivation theories and practices Performance appraisal and management by objectives
Week 10	Organizing across nations	

Week 11 Organizational cultures

- Differences between organizational and national cultures
- Organizational culture and other organizational characteristics
- Individual perceptions organizational cultures

Week 12 Intercultural encounters

- Intended vs. unintended intercultural conflict
- Culture shock and acculturation
- Learning intercultural communication

Week 13 The evolution of cultures

- Cultural diversity and change
- Groups over individuals
- The future of culture

Week 14 Course review and course-ending discussion

- Summary of the course
- Class discussion

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

The students are expected to read the materials for each class beforehand and prepare for discussions during the class. Each student should prepare at least one presentation and it will possibly take hours outside of class. In addition, each student should submit a term-paper after the course closes. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival*, McGraw Hill.

【References】

Supplementary reading materials and/or websites will be shared through the web-system.

【Grading criteria】

Preparation for the class: 20%
Participation in discussions: 20%
Assigned presentation: 30%
Term paper: 30%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts, and submitting papers.

【Prerequisite】

None

MAN300FB-A5551

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】

It is important to understand Japanese consumers when doing business with them. Students will learn about Japanese consumers after the Industrial Revolution to the present. Students will also research their own country's consumers in comparison with Japanese.

【Goal】

Students will understand Japanese consumers and their cultural background in comparison with those of their own country.

Each student will do his/her own research and then compile it into a class project. Students will also learn logical writing, starting with topic selection, research, abstract writing, and draft writing.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

After a few lecture classes on Japanese consumers in the 19th century as an example, students will discuss and decide the goal of the class. Students will run the class by themselves to meet the goal. Milestones of the course is set by the instructor. Details will be announced at the orientation session on Sep. 23rd.

*This class will meet every week via the ZOOM app.

*The orientation for the three of the GBP seminal classes will be held at 4:50 pm on Sep. 23rd via ZOOM. Students who consider taking any of the GBP seminar class must attend this orientation. The invitation link will be sent out from the administration.

【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. Overview of the Japanese history
2	Chapter 1 & 2 Class scheduling discussion 1	Japan and the History of Consumption. Shopping in the city in the Tokugawa period.
3	Chapter 3 Class scheduling discussion 2	Country gentleman, ordinary consumption and the development of the rural economy
4	Field trip 1	Follow students' scheduling
5	Field trip 2	Follow students' scheduling
6	Chapter 4 Presentations about students' own country	Follow students' scheduling
7	Comparison with Japan and the student's country	Follow students' scheduling
8	Essay preparation Chapter 5.	Follow students' scheduling
9	Essay draft writing	Follow students' scheduling Draft wiring homework
10	Preparation for Joint Session	Follow students' scheduling
11	Preparation for Joint Session	Follow students' scheduling
12	Joint Session	Presentation and Workshop
13	Essay Writing	Wrap up Final paper homework
14	Wrap up	Preparation for Seminar II

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

Readings and homework.

Preparation of class projects and summary writings.

Preparatory study and review time for this class are 4 hours all together.

【Textbooks】

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

The Hosei Library has one copy.

【References】

Penelope Franks (2015), Japanese Economic Development: Theory and Practice. Routledge.

The Hosei Library has one copy.

【Grading criteria】

Regular class activities (including homework) - 40%

Fieldwork activities and related assignments - 20%

Joint session participation and presentation - 20%

Draft & Final paper - 20%

【Changes following student comments】

Students were laid back and passive. But since this is a seminal class, the instructor will encourage students to voluntary participate and lead the class.

【Equipment student needs to prepare】

PowerPoint may be used for the class projects.

【Others】

Class participation is mandatory.

Sign up via Hoppi. Information will be dispatched via Hoppi.

【Prerequisites】

None

MAN300FB-A5553

Seminar

Dennis TACHIKI

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

【Outline and objectives】

ON-LINE OUTLINE

THIS ON-LINE COURSE IS ORGANIZED AROUND AN "ACTIVE LEARNING" APPROACH. IN ACTIVE LEARNING, THE STUDENTS ARE ENCOURAGED INDIVIDUALLY (E.G., SELF-STUDY) AND COLLECTIVELY (E.G., GROUP WORK) TO EXPLORE AND DISCOVER THE SUBJECT MATTER'S KEY LEARNING POINTS UNDER THEIR OWN INITIATIVE (WITH SOME TEACHER GUIDANCE OF COURSE). IN THIS CONNECTION, THE CONTENTS OF THIS ON-LINE COURSE REMAINS UNCHANGED FROM THE IN-CLASS COURSE; HOWEVER, YOU WILL RECEIVE YOUR INSTRUCTION THIS SEMESTER THROUGH (1) PRIMARILY THE CLASS HOPPII WEBPAGE'S ASSIGNMENT BOX (WEEKLY), (2) SUPPLEMENTAL ZOOM SESSIONS (3-5 SESSIONS), AND (3) E-MAIL COMMUNICATIONS. PLEASE KEEP IN MIND THAT AN ON-LINE COURSE REQUIRES YOU TO PRACTICE GOOD TIME MANAGEMENT AND PLANNING.

This seminar focuses on international public projects (IPP)—that is, a project financed by a government and is typically owned, and may be operated by the government. The financing of IPP is through overseas development assistance (ODA). ODA refers to money developed countries provide to promote economic development and public welfare in developing countries. For example, after World War II, the World Bank provided ODA to Japan for building its national infrastructure systems (highways, telecommunications, harbors, dams, etc) and more famously the Shinkansen (bullet train). Now that Japan is a developed country, the main agency responsible for dispersing Japanese ODA is the Japan International Cooperation Agency (JICA). JICA IPP are mainly related to the United Nations' MDGs (Millennium Development Goals) in such areas as poverty alleviation, environmental issues and social issues, such as gender equality, and other goals.

In this connection, the main objectives of this course are to:

1. Introduce students to the purpose and practices of international public projects.
2. Provide students with a comparison between public administration organizations and private business organizations in considering future careers..

This seminar should become a valuable learning opportunity for students wishing to study abroad and students who wish to find employment after graduation in international organizations.

【Goal】

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

- Understand and explain the purpose and role of international public projects.
- Apply the problem solving tools required to implement the Project Cycle Method
- Write and use an Inception Report.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

THE BEST CLASSROOMS DO NOT HAVE FOUR WALLS: LEARNING TAKES PLACE ANYWHERE, ANY TIME. IN YOUR CLASSROOM, THEN, I WILL EXPECT YOU TO CONDUCT THREE ACTIVITIES. FIRST, PLEASE LOG-IN TO OUR COURSE HOPPII WEBPAGE TO FIND THE REQUIRED READING (1-3 PER WEEK). SECOND, ALSO IN OUR COURSE HOPPII WEBPAGE WILL BE A SET OF EXERCISES/ASSIGNMENTS TO DEMONSTRATE YOU COMPREHEND THE SESSION LEARNING POINTS. AND THIRD, WRITE 3 SHORT REPORTS. PLEASE KEEP TO THE STATED DEADLINES.

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】

あり / Yes

【Schedule】

No.	Theme	Contents
Week 1	Introduction to Course	<ul style="list-style-type: none"> · Syllabus · What is international public project? · IPP principles and practices
Week 2	Stakeholder Theory	<ul style="list-style-type: none"> · From stockholder to stakeholder · Historical trends in corporate responsibility · Triple bottom line
Week 3	Millennium Development Goals	<ul style="list-style-type: none"> · What is MDG (Millennium Development Goals)? · The 8 MDG · MDG and Japan
Week 4	ODA (overseas development assistance)	<ul style="list-style-type: none"> · Purpose of ODA · Forms of ODA · Role of donor agencies
Week 5	Presentations	<ul style="list-style-type: none"> · Case studies of ODA related organizations · ODA report
Week 6	Implementing Organizations	<ul style="list-style-type: none"> · Who implements ODA public projects? · Case studies of international and domestic public projects
Week 7	Host Country	<ul style="list-style-type: none"> · Matching the needs of donor country and host country · Needs analysis of an international public project
Week 8	Project Cycle Management (1)	<ul style="list-style-type: none"> · PCM (Project Cycle Method)—planning, implementing, evaluating · PDM (Project Design Matrix) · PCM Terminology
Week 9	PCM (2) Analysis Stage in group work	<ul style="list-style-type: none"> · Stakeholder analysis · Problem analysis · Objectives analysis

Week 10	PCM (3)	<ul style="list-style-type: none"> · Analysis stage discussion · Project selection
Week 11	PCM (4) Planning Stage in group work	<ul style="list-style-type: none"> · Appraisal-measures of relevance, effectiveness, efficiency, impacts, sustainability · Appraisal exercise
Week 12	PCM (5) PO (Plan of Operation)	<ul style="list-style-type: none"> · WBS (Work breakdown structure) · PERT (Program Evaluation Review Technique) · Critical path analysis
Week 13	PCM (6) Compiling the PDM and PO	<ul style="list-style-type: none"> · PDM document · PCM terminology · PDM and PO input exercise
Week 14	Presentation and Inception Report	<ul style="list-style-type: none"> · Final IPP inception report

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

ON-LINE COURSE

· 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.

· TIME MANAGEMENT

PREPARATORY STUDY AND REVIEW TIME FOR THIS CLASS ARE 3-5 HOURS FOR EACH SESSION. YOU ARE REQUIRED TO ALLOCATE TIME EACH WEEK TO PREPARE THE ON-LINE ASSIGNMENT(S).

· DEADLINES

ADHERE TO ALL DEADLINES!

CLASS ROOM COURSE

· 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. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

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

[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 university library.

[Grading criteria]

Students will be graded based on the following criterions:

15% Class participation

15% Assignments and group work

30% Presentations

40% Inception Report

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

[Changes following student comments]

More video conferencing with organizations/companies if course is on-line.

[Equipment student needs to prepare]

ON-LINE COURSE

STUDENTS ARE EXPECTED TO HAVE INTERNET ACCESS (E.G., WIFI, CABLE, ETC) TO A COMPUTER AND/OR SMART PHONE. IF YOU DO NOT, THEN SEND AN E-MAIL MESSAGE TO INFORM THE PROFESSOR. ALSO INFORM THE PROFESSOR IF YOU EXPERIENCE ANY DIFFICULTIES DURING OUR ZOOM SESSIONS.

CLASSROOM COURSE

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

[Others]

Course designed for those students interested in pursuing a career in international public organizations (e.g., World Bank, United Nations, Donor Organizations, NGOs, etc.)

· Students (or teams) should try to meet with the teacher on-line at least once during the semester.

· If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

[Prerequisite]

Introduction to Operations Management or teacher's permission

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】

The aim of Academic Literacy A is to provide students with opportunities to improve their academic reading and oral communication skills, to think critically, and to present their opinions effectively in discussions, written responses, and presentations. This course is designed to help students to further develop transferable academic skills necessary for success in a university setting.

【Goal】

The course textbook, University Success Reading, Transition Level, “helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields.” There are five major subject areas (Sociology, Economics, Biology, Humanities, and Environmental Engineering). Each unit has three parts: Part 1 and Part 2 focus on the fundamental and critical thinking skills most relevant for students preparing for university degrees; Part 3 introduces students to extended practice with the skills.

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

【Method(s)】

Active participation is essential. There will be a brief lecture about academic reading and oral communication skills introduced in the textbook and an analysis and discussion of reading passages each class. Students will improve their academic reading skills and oral communication skills through participation in pair and group activities, lectures, reading and writing assignments, class discussions, and two research projects. Homework will be given each week to prepare students for the following class. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction	Explanation of the course, class expectations, and grading criteria.
Week 2	Unit 1 Sociology Part 1	Fundamental skills: Note-taking, scanning, paraphrasing, summarizing, and discussion techniques. Review APA style and citation of texts.
Week 3	Unit 1 Sociology Part 2	Critical thinking skills: Distinguish fact from opinion, recognize and interpret statements of opinion and statements of facts, understand and produce critiques, understand signpost expressions that limit or define.

Week 4	Unit 1 Sociology Part 3	The Art of Strategy: The concepts of investment, leverage, and war to show how strategy plays out in real-world decision-making. An online extended reading shows how strategy is applied in a civil rights campaign.
Week 5	Preparation of Research Projects	Review academic skills and conduct research about one or two figures who are notable for their "investment" in change movements. Formulate thesis, gather support, and present research in informative speech with slides.
Week 6	Group A: Presentations about Research Projects	Students from Group A present research projects about figures who have invested in social change and their decision-making process and strategy.
Week 7	Group B: Presentations about Research Projects	Students from Group B present research projects about figures who have invested in social change and their decision-making process and strategy.
Week 8	Unit 2 Economics Part 1	Fundamental skills: Recognize main ideas and supporting details, identify sentence functions, identify topics and main ideas and supporting details, summarize, analyze meaning using word parts.
Week 9	Unit 2 Economics Part 2	Critical thinking skills: Understand implication and inference, make strong inferences and avoid weak ones, distinguish between deliberate implications and direct statements, paraphrase, identify and use equivalent and near equivalent expressions.
Week 10	Unit 2 Economics Part 3	Supply and Demand in the Marketplace: The reading in this unit explores supply and demand in the competitive marketplace, and the pros and cons of government intervention. By doing research, students can learn more about the impact of price controls on trade.

Week 11	Preparation of Research Projects	Students choose a good or service that has been subject to government price controls or government attempts to control supply. By doing research, students learn more about the impacts of price controls on trade.
Week 12	Group A: Presentations about Research Projects	Students from Group A present research projects in the form of a short video documentary, model debate with another student, or persuasive speech.
Week 13	Group B: Presentations about Research Projects	Students from Group B present research projects in the form of a short video documentary, model debate with another student, or persuasive speech.
Week 14	Review and final assessment	Review of reading, discussion, research, APA citation, and presentations skills. Comments.

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

Students are expected to come prepared to class each week by doing the readings and homework in advance. Research projects are to be completed outside of class, but the contents will be shared and discussed in class. The research projects will have both a written and visual component.

Late work will not be accepted unless there is a good reason (illness, emergency). University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[Textbooks]

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.

ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

Additional handouts and reading materials will be provided by instructor.

[References]

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

[Grading criteria]

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework and written assignments 30%

Two research projects 50%

More than three unexcused absences will result in a failing grade.

[Changes following student comments]

Not applicable.

[]

The aim of Academic Literacy A is to provide students with opportunities to improve their academic reading and oral communication skills, to think critically, and to present their opinions effectively in discussions, written responses, and presentations. This course is designed to help students to further develop transferable academic skills necessary for success in a university setting.

LANe100LA

College Writing A

Thomas G. Power

Subtitle：

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】

College Writing A introduces the formal structures and styles of academic writing. The course focuses on two primary areas. The first is essay organization: we will examine the fundamentals of outlining and structuring essays as well as practice writing a variety of essay forms. The second is academic language: we will study the specific vocabulary, conventions, and styles of writing particular to university research. Additionally, this class will build confidence and competence in writing more generally, preparing you for College Writing B, in which you will write a formal research paper.

【Goal】

The 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. Research using information from class materials and outside sources.
6. Write essays in an academic style (APA Style for this course).
7. Discuss topics in small groups related to reading materials.
8. Make presentations in an academic style to the class.
9. Synthesize information and ideas.
10. Express opinions and support them with examples from a text or from your own experience and /or cultural background.

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

【Method(s)】

Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises, as well as discussion activities. Often we will work together on exercises, both in small groups and as a 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.

Assignments must be completed in a timely manner. All work done in this course is to prepare for a final paper which is due in the final class.

【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: aims, methods, expectations, and grading criteria.	After brainstorming ideas, writing a paragraph with focus on form and organization. Share with class.
Week 2	Review of the Essay.	Standard parts and format of an essay.
Week 3	Choosing a Topic.	Brainstorming for an appropriate topic. Persuasive and expository research papers.

Week 4	Peer Review.	Learning to effectively review papers. Making revision decisions.
Week 5	Researching.	Considering sources. Learning effective online search. Evaluating reliability. Focus of research.
Week 6	Outlining.	Learning outlining techniques and considering common patterns of organization.
Week 7	Avoiding plagiarism.	Learning the importance of crediting sources. Quoting and paraphrasing practice.
Week 8	Academic language of the research paper.	Considering appropriate style and tone for academic writing. How to make points strong and precise.
Week 9	In-text citations.	Learning format of APA style. Practicing paraphrasing and quoting using in-text citations.
Week 10	Summarizing and paraphrasing.	Practice summarizing and the use of common grammatical structures in a research paper.
Week 11	Editing and abstract writing.	Learning how to check paper for language and punctuation. Practice writing an abstract. Peer review and editing.
Week 12	Revising and proofreading.	
Week 13	Presentations of papers 1	Peer Q and A plus peer evaluation.
Week 14	Presentation of papers 2	Peer Q and A plus peer evaluation. Deadline for final paper submission.

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

Students are expected to come prepared to class each week by doing the readings and homework in advance. Late work will not be accepted unless there is a good reason (illness, emergency).

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

Folse, Keith S. and Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

Additional handouts and reading materials will be provided by instructor.

【References】

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

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

【Grading criteria】

30% In-class Participation: discussions, group work, pair work, in class writing exercises and peer review.

40% Written assignments.

20% Final research paper.

10% Presentation about final paper.

More than three unexcused absences will result in a failing grade.

[Changes following student comments]

Not Applicable.

[]

College Writing A introduces the formal structures and styles of academic writing. The course focuses on two primary areas. The first is essay organization: we will examine the fundamentals of outlining and structuring essays as well as practice writing a variety of essay forms. The second is academic language: we will study the specific vocabulary, conventions, and styles of writing particular to university research. Additionally, this class will build confidence and competence in writing more generally, preparing you for College Writing B, in which you will write a formal research paper.

LIN200LA

Intercultural Communication B

Noriko Ishihara

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】

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 multicultural 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 issues and confusions, 3) be able to use concepts such as stereotypes, generalizations, othering, and marginalization in your analysis, 4) reflect on your intercultural experiences and multicultural 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 the workplace	Understanding diversity as an asset
8	Similarities and differences in cultural orientations-1	Analysis of cultural orientations (#1-3)
9	Similarities and differences in cultural orientations-2	Analysis of cultural orientations (#4-6)

10	Cultural case studies - 1	Analysis of use of time and group dynamics
11	Cultural case studies - 2	Application of Hofstede's Cultural Dimensions and other frameworks
12	Student-led discussions - 1	Intercultural case studies (group presentations)
13	Student-led discussions - 2	Intercultural case studies (group presentations)
14	Student-led discussions - 2, reflection	Intercultural case studies (group presentations), 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. Preparatory study and review time for this class are 2 hours each. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4

hours a week for a two-credit course and around an hour a week for a one-credit course.

【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 (50%)
- 3) Cultural case study discussion (10%)
- 4) Final paper (20%)

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.

【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.

【】

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 multicultural identities while studying dynamic cultural dimensions.

HIS200LA

Intercultural Communication A

Yuko KAWAGUCHI

Subtitle：

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 through lectures and 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	An overview of Asian American history
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	Reading (3)	Part 2 The Making of Asian America During the Age of Mass Migration and Asian Exclusion (2)
6	Writing workshop (1)	Students presentations on research topic
7	Film screening	Watch a film; Followed by class discussion

8	Reading (4)	Part 2 The Making of Asian America During the Age of Mass Migration and Asian Exclusion (3)
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.

- Preparatory study and review time for this class are 2 hours each. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Erica Lee, *The Making of Asian America: A History*. Simon and Schuster, 2015.

You DO NOT need to purchase the textbook. Readings will be made available online through the course management system.

【References】

References will be introduced in the class.

【Grading criteria】

Class participation: 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.

- Each student must show up to class on time. If you are tardy, it will count against your attendance.

- You are required to actively participate in class activities and discussion. Make sure to do the readings prior to class. All students will post short reading responses to the course website (H'etudes) on the day before each class, so that we can share your opinions, ideas, questions, etc.

Research paper: 50% (Draft: 20%, Final Version: 30%)

- Toward the end of the semester, students choose their own topic and write a short (1,000 to 1,500 words) research paper. Further details to be provided in class.

- When students submit the draft, they will have feedbacks from the fellow students as well as the instructor. Then students will revise their draft for the final version based on the comments.

【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.

POL200LA

Intercultural Communication C

Noriko Ishihara

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】

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 communication strategies with which to relate to others.

【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	Face and politeness	Positive and negative politeness
4	Giving and responding to compliments - 1	Linguistic aspects of compliments/responses
5	Language data collection	Designing DCTs and role-plays
6	Giving and responding to compliments - 2	Cultural aspects of compliments/responses
7	Refusals - 1	Language of refusals, data collection, signing up for the final project
8	Refusals - 2	Cultural similarities/differences in refusals

9	Language analysis discussion, peace linguistics	Analysis of spoken or written language
10	Apologies	Student presentations, language analysis of apologies
11	Thanks	Student presentations, language analysis of thanks
12	Invitations	Student presentations, language analysis of invitations
13	Requests	Student presentations, language analysis of requests
14	Complaints, wrap-up	Student presentations, language analysis of complaints, and final 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. Preparatory study and review time for this class are 2 hours each. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4

hours a week for a two-credit course and around an hour a week for a one-credit course.

【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 quizzes and assignments (25%)
- 3) Language analysis journal (15%)
- 4) Presentation and slides/handout(40%)

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.

【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.

LANe100LA

Intercultural Communication E

Corinne VALLIENNE

Subtitle：

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】

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しましょう。

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るようになります
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。 Preparatory study and review time for this class are 2 hours each. Preparatory study and review time for this class are 2 hours each. 本授業の準備学習・復習時間は、各2時間を標準とします。 University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

なし

【References】

dictionnaire

【Grading criteria】

出席と参加 - CLASSROOM PRESENCE AND PARTICIPATION : 60%.

最終試験 - FINAL EXAM : 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。

【Equipment student needs to prepare】

presentation about their own culture

【】

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, education, family, gender, 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 is an "on demand" on line course.

Materials of each class will be available from Hoppi.

Every class includes quizzes or/and assignments.

Students are required to answer quizzes after reading or watching materials.

There is a possibility that the schedule may be modified.

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Orientation	Class orientation
Week 2	Geography	Introduction to geographical variations in Japan
Week 3	Social systems	Politics, Education etc.
Week 4	Demography	Demographic crisis
Week 5	Ethnicity and language	Ethnicity and minorities/Culture and Politics of language in modern Japan
Week 6	Family system	Concept of ie (家), marriage, birth, gender roles.
Week 7	Gender	Introduction to gender stratification in Japan today
Week 8	Religion 1	Religions in modern Japan:an overview
Week 9	Religion 2	Shinto and shrine
Week 10	Culture 1	Traditional arts: an overview
Week 11	Culture 2	Introduction to Japanese garden
Week 12	Culture 3	Pop cultures
Week 13	Culture 4	Cuisine and identity
Week 14	Conclusion	Conclusion

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

1 hour a week.

【Textbooks】

Original handouts

【References】

Lyon, V., Bestor, T.C. with Yamagata, A.(ed.), Routledge Handbook of Japanese culture and society, Routledge, 2011.

Sugimoto, Y., An Introduction to Japanese society 4th ed., Cambridge University Press, 2014.

【Grading criteria】

quizzes and assignments 50%

Report 50%

【Changes following student comments】

Nothing special

【Others】

There is a possibility that the schedule may be modified.

【】

The purpose of the course is to provide students with opportunities to broaden their knowledge of Japan, especially in the areas of geography, history, education, family, gender, culture and so on.

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 こと になります。

【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 60 ぐらい よんだり かいいたり 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 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 L6. きょうとへ いきます かんじ 2
7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいな シャリン ですね かんじ 3

8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) 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
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんな スポーツが すきですか かんじ 5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) 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	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) 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 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうは どうでしたか L13. なにか たべたい ですね かんじ 8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) 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(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ 10 きまつテスト (L8-L14) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい 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』3A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar notes』3A 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 the credit on this course, nor take the final exam.

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。そして、きまつしけんを うけることが できません。

[Changes following student comments]

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

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。

[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 the J1 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*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。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

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.

LANj100LF

Elementary Foreign Languages A

Ayaka Kawachi

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 beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうぜんはんレベルのがくせいのための そうごうクラスです。

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 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 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 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	Lesson1-3	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 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 ひらがな 1	5	Lesson10-11	L10.I learned the tea ceremony from Ms.WatanabeL L11.Which is colder, Tokyo or Seoul? Kanji2 L10. わたしは わたなべさんに おちゃを ならいました L11. とうきょうと ソウルと どちらが さむいですか かんじ2
2	Review (Lesson1-3) Lesson4-5	L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 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 ひらがな2 カタカナ1	6	Lesson11-13	L11(1) L12.How was your trip? L13.We want something to eat, don't we? Kanji3 L11(2) L12. りょうこうは どうでしたか L13. なにか たべたいですね かんじ3
3	Lesson5-7	L5(2) L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? Katakana2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ2	7	Lesson13-14	L13(2) L14.My hobby is listening to music Kanji4 L13(2) L14. わたしの しゅみは おんがくを きくことです かんじ4
4	Lesson7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji1 L7(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 かんじ1	8	Lesson14 Review Mid-term Exam (L1 - 14)	L14(2) Review Mid-term Exam (L1-L14) Kanji5 L14(2) ちゅうかんテスト (L1-L14) かんじ5
			9	Lesson15-16	15.Others are using it now L16.May I touch it a little? Kanji6 L15. いま、ほかのひとが つかっています L16. ちょっとさわってもいいですか かんじ6
			10	Lesson16-17	L16(2) L17.Please don't overdo it Kanji7 L16(1) L17. あまり むりを ししないでください かんじ7
			11	Lesson18-19	L18.I have never seen sumoL L19.I think the station is bright and clean Kanji8 L18. すもうを みたことがありません L19. えきはあかるくて、きれいだとおもいます かんじ8
			12	Lesson19-20	L19(2) L20.This is a T-shirt that I got from my girlfriend kanji9 L19(2) L20. これはかのじよから もらった T シャツです かんじ9
			13	Lesson21-22	L21.If it rains, the tour will be cancelled L22.You cooked a meal for me kanji 10 L21. あめがふったら、ツアーは ちゅうしです L22. しょくじをつくってくれました かんじ10
			14	Lesson22 Review Final Exam(L15-L22)	Lesson22(2) Review Final Exam(L15-L22) きまつテスト (L15-L22) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらいしてください。

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 notes』 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 the credit on this course, nor take the final exam.

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 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。そして、きまつしけんを うけることが できません。

[Changes following student comments]

No feedback available because the instructor in charge has been changed.

たんとうの きょうしが かわりましたから、フィードバックは ありません

[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.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J2 そうごう I (げつようび)、J2 そうごう II (かようび)、J2 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。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

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

Elementary Foreign Languages A

Akiko Kometani

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 300 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
2	Lesson24, 25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25, 26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) 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
4	Lesson26, 27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか L27 (2)
5	Lesson27, 28, 29	L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが でています 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…

6	Lesson29, 30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) 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
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) 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
8	Lesson31, 32	L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね
9	Lesson33, 34	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. しあいに まけて しまいました
10	Lesson34, 35	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
11	Lesson36, 37	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
12	Lesson37, 38	L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
13	Lesson39, 40	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 じゅくにいかせたい んですが…
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい してください。

ことばとかんじ、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 notes』 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 the credit on this course, nor take the final exam.

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 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かいいいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

No feedback available because the instructor in charge has been changed.

たんとこの きょうしが かわりましたから、フィードバックは ありません。

[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 the J3 General.

※ It is strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J3 そうごう I (げつようび)、J3 そうごう II (かようび)、J3 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。

*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 つよくすすめます。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

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.

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 60 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 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 L6. きょうとへいきます かんじ 2
7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ 3

8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) 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
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツが好きですか かんじ 5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) 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	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) 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 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうは どうでしたか L13. なにかたべたいですね かんじ 8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) 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(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ 10 きまつテスト (L8-L14) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを 1じかんぐらい 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 1 main textbook』3A network (2,800yen + tax) 978-4883194766

『DAICHI 1 Translation of the main text and grammar notes』3A 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 the credit on this course, nor take the final exam.

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。そして、きまつしけんを うけることが できません。

[Changes following student comments]

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

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。

[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 the J1 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*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。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

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.

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 beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうぜんはんレベルのがくせいのための そうごうクラスです。

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 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 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 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	Lesson1-3	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1	5	Lesson10-11	L10.I learned the tea ceremony from Ms.WatanabeL L11.Which is colder, Tokyo or Seoul? Kanji2 L10. わたしは わたなべさんに おちゃを ならいました L11. とうきょうと ソウルと どちらが さむいですか かんじ2
2	Review (Lesson1-3) Lesson4-5	L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1	6	Lesson11-13	L11(1) L12.How was your trip? L13.We want something to eat, don't we? Kanji3 L11(2) L12. りょうこうは どうでしたか L13. なにか たべたいですね かんじ3
3	Lesson5-7	L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? Katakana2	7	Lesson13-14	L13(2) L14.My hobby is listening to music Kanji4 L13(2) L14. わたしの しゅみは おんがくを きくことです かんじ4
4	Lesson7-9	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 ひらがな2 カタカナ1	8	Lesson14 Review Mid-term Exam (L1 - 14)	L14(2) Review Mid-term Exam (L1-L14) Kanji5 L14(2) ちゅうかんテスト (L1-L14) かんじ5
		L5(2) L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? Katakana2	9	Lesson15-16	15.Others are using it now L16.May I touch it a little? Kanji6 L15. いま、ほかのひとが つかって います L16. ちょっとさわってもいいですか かんじ6
		L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ2	10	Lesson16-17	L16(2) L17.Please don't overdo it Kanji7 L16(1) L17. あまり むりを ししないでください かんじ7
		L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji1 L7(2)	11	Lesson18-19	L18.I have never seen sumoL L19.I think the station is bright and clean Kanji8 L18. すもうを みたことがありません L19. えきはあかるくて、きれいだとおもいます かんじ8
		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 かんじ1	12	Lesson19-20	L19(2) L20.This is a T-shirt that I got from my girlfriend kanji9 L19(2) L20. これはかのじよから もらった T シャツです かんじ9
			13	Lesson21-22	L21.If it rains, the tour will be cancelled L22.You cooked a meal for me kanji 10 L21. あめがふったら、ツアーは ちゅうしです L22. しょくじをつくってくれました かんじ10
			14	Lesson22 Review Final Exam(L15-L22)	Lesson22(2) Review Final Exam(L15-L22) きまつテスト (L15-L22) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらいしてください。

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 notes』 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 the credit on this course, nor take the final exam.

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 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。そして、きまつしけんを うけることが できません。

[Changes following student comments]

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

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。

[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.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J2 そうごう I (げつようび)、J2 そうごう II (かようび)、J2 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。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

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

Elementary Foreign Languages B

Ayaka Kawachi

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 300 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
2	Lesson24, 25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにをやるかもうきめましたか
3	Lesson25, 26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) 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
4	Lesson26, 27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつからねつがあるんですか L27 (2)
5	Lesson27, 28, 29	L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらにほしがでています 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…

6	Lesson29, 30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) 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
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) 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
8	Lesson31, 32	L31 (2) L32. You should not peel apples L31 (2) L32. りんごのかわはむかないほうがいいですね
9	Lesson33, 34	L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまがあればべんりです L34. しあいにまけてしまいました
10	Lesson34, 35	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさをもちあるくようにしています
11	Lesson36, 37	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
12	Lesson37, 38	L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるにちゅういしろといういみです
13	Lesson39, 40	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. むすこをじゅくにいかせたいんですが…
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを1じかんぐらいしてください。

ことばとかんじ、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 notes』 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 the credit on this course, nor take the final exam.

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 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かいいいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

No feedback available because the instructor in charge has been changed.

たんとこの きょうしが かわりましたから、フィードバックは ありません。

[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 the J3 General.

※ It is strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J3 そうごう I (げつようび)、J3 そうごう II (かようび)、J3 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。

*いっしょに「J3 にほんご ちようかい・ごい・かんじ」クラスをとることを つよくすすめます。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

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.

LANj100LF

Elementary Foreign Languages C

Ayaka Kawachi

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 60 ぐらい よんだり かいたりすることが出来ます。

・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 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 L6. きょうとへいきます かんじ 2
7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ 3

8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) 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
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツが好きですか かんじ 5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) 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	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) 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 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうごは どうでしたか L13. なにかたべたいですね かんじ 8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) 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(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ 10 きまつテスト (L8-L14) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを 1じかんぐらい 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』3A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar notes』3A 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 the credit on this course, nor take the final exam.

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かいへいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

No feedback available because the instructor in charge has been changed.

たんとうの きょうしが かわりましたから、フィードバックは ありません。

[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 the J1 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*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。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[I]

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.

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 beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうぜんはんレベルのがくせいのための そうごうクラスです。

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 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 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 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	Lesson1-3	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 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 ひらがな 1	5	Lesson10-11	L10.I learned the tea ceremony from Ms.WatanabeL L11.Which is colder, Tokyo or Seoul? Kanji2 L10. わたしは わたなべさんに おちゃを ならいました L11. とうきょうと ソウルと どちらが さむいですか かんじ2
2	Review (Lesson1-3) Lesson4-5	L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 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 ひらがな2 カタカナ1	6	Lesson11-13	L11(1) L12.How was your trip? L13.We want something to eat, don't we? Kanji3 L11(2) L12. りょうこうは どうでしたか L13. なにか たべたいですね かんじ3
3	Lesson5-7	L5(2) L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? Katakana2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ2	7	Lesson13-14	L13(2) L14.My hobby is listening to music Kanji4 L13(2) L14. わたしの しゅみは おんがくを きくことです かんじ4
4	Lesson7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji1 L7(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 かんじ1	8	Lesson14 Review Mid-term Exam (L1 - 14)	L14(2) Review Mid-term Exam (L1-L14) Kanji5 L14(2) ちゅうかんテスト (L1-L14) かんじ5
			9	Lesson15-16	15.Others are using it now L16.May I touch it a little? Kanji6 L15. いま、ほかのひとが つかって います L16. ちょっとさわってもいいですか かんじ6
			10	Lesson16-17	L16(2) L17.Please don't overdo it Kanji7 L16(1) L17. あまり むりを ししないでください かんじ7
			11	Lesson18-19	L18.I have never seen sumoL L19.I think the station is bright and clean Kanji8 L18. すもうを みたことがありません L19. えきはあかるくて、きれいだとおもいます かんじ8
			12	Lesson19-20	L19(2) L20.This is a T-shirt that I got from my girlfriend kanji9 L19(2) L20. これはかのじよから もらった T シャツです かんじ9
			13	Lesson21-22	L21.If it rains, the tour will be cancelled L22.You cooked a meal for me kanji 10 L21. あめがふったら、ツアーは ちゅうしです L22. しょくじをつくってくれました かんじ10
			14	Lesson22 Review Final Exam(L15-L22)	Lesson22(2) Review Final Exam(L15-L22) きまつテスト (L15-L22) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらいしてください。

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 notes』 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 the credit on this course, nor take the final exam.

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 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かいいいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

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

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。

[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.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J2 そうごう I (げつようび)、J2 そうごう II (かようび)、J2 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。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

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

Elementary Foreign Languages C

Michiaki Murata

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 300 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かます。

・JLPT の N4 レベルのちからがつかます。

[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
2	Lesson24, 25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにをやるかもうきめましたか
3	Lesson25, 26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) 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
4	Lesson26, 27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつからねつがあるんですか L27 (2)
5	Lesson27, 28, 29	L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらにほしがでています 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…

6	Lesson29, 30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) 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
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) 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
8	Lesson31, 32	L31 (2) L32. You should not peel apples L31 (2) L32. りんごのかわはむかないほうがいいですね
9	Lesson33, 34	L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまがあればべんりです L34. しあいにまけてしまいました
10	Lesson34, 35	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさをもちあるくようにしています
11	Lesson36, 37	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
12	Lesson37, 38	L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるにちゅういしろといういみです
13	Lesson39, 40	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. むすこをじゅくにいかせたいんですが…
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを1じかんぐらいしてください。

ことばとかんじ、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 notes』 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 the credit on this course, nor take the final exam.

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 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かいいいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

No feedback available because the instructor in charge has been changed.

たんとこの きょうしが かわりましたから、フィードバックは ありません。

[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 the J3 General.

※ It is strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J3 そうごう I (げつようび)、J3 そうごう II (かようび)、J3 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。

*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 つよくすすめます。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

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.

Subtitle：

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】

The UN 2030 Agenda for Sustainable Development, or Sustainable Development Goals (SDGs) have come to be recognized as common tasks for the human society, which is, in a way, a manifestation of the severity of various problems we as a species are faced with. 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 environmental problems and also to learn about relevant social issues in an attempt to provide a view from a wider perspective.

【Goal】

This course is designed to teach about ecological and social issues. 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.

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

【Method(s)】

This course will start from September 21, 2020 in accordance with the regular class schedule. A series of online lectures will be given via Zoom, and Google Classroom and Hosei's learning assistance system (Hoppii) will also be used in combination. In addition to the lectures, videos, group activities/discussions will also be utilized in combination when appropriate. Although this course deals with various topics from the perspective of "sustainability", the course is divided roughly into 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.

【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	Atmospheric changes and their consequences	In light of the ongoing "climate crisis", the composition of the Earth's atmosphere and consequences of atmospheric changes will be discussed.

Week 3	Water cycle and the use of water resource	Water will be focused as an essential matter for sustaining life and ecosystem, and the water cycle and use of water resource will be discussed.
Week 4	Energy supply	Energy supply in ecosystem and energy issue in the human society will be discussed.
Week 5	What is "soil"?	The importance of soil in an ecosystem will be discussed in relation to ongoing environmental problems
Week 6	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 7	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 8	Ecological issues of modern agriculture	Positive and negative impacts of agricultural modernization will be discussed.
Week 9	Food production and environmental conservation	Approaches to achieving food security without degrading environment will be discussed with concrete examples.
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. Standard amounts of time to be spent for this purpose are two hours each for preparation and review.

【Textbooks】

None. Reading materials will be distributed as needed.

【References】

To be announced as needed.

【Grading criteria】

Student performance will be graded based on two quizzes (40 %), participation (20 %), and a final assignment (40 %).

【Changes following student comments】

It has been a challenge to more actively involve students in the learning process. However, group activities appear to be effective in addressing such an issue, and additional efforts to provide such opportunities will be made.

【Equipment student needs to prepare】

Students will need a PC (or tablet, smartphone, etc.) equipped with at least a microphone to participate in online class. Students will also need to ensure access to Google Classroom and Hoppii (necessary information will be provided on the first day).

【】

The UN 2030 Agenda for Sustainable Development, or Sustainable Development Goals (SDGs) have come to be recognized as common tasks for the human society, which is, in a way, a manifestation of the severity of various problems we as a species are faced with. 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 environmental problems and also to learn about relevant social issues in an attempt to provide a view from a wider perspective.

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】

Understanding the various physical activities and their effect on self-control and physical, mental and social health for life. Students will learn through lectures and practical lessons.

【Goal】

1. Learning about various ways of exercising and their importance.
2. Understanding the basics of a healthy lifestyle.
3. Learning about basic self control and its importance.
4. Exercising simple decision making, leadership, communication in a dependent and co-dependent environment.
5. Creating a demand for future self-education and self-development.

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

【Method(s)】

Classes for Fall Semester will be held online. The modified contents and further details of this class will be announced on “Hosei Learning Management System” so please check.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Guidance (Lecture)	Introduction of the course.
2	Futsal (Lecture & Practical Lesson)	Learning the outline of Futsal, its basic rules and skills.
3	Volleyball (Lecture & Practical Lesson)	Learning the outline of Volleyball, its basic rules and skills.
4	Sitting-Volleyball (Lecture & Practical Lesson)	Learning the outline of Sitting-Volleyball, its basic rules and skills.
5	Badminton (Lecture & Practical Lesson)	Learning the outline of Badminton, its basic rules and skills.
6	Fitness 1 (Lecture & Practical Lesson)	Learning about warm up, static/dynamic stretches, body weight exercises and resistance training (upper body).
7	Fitness 2 (Lecture & Practical Lesson)	Learning about warm up, static/dynamic stretches, body weight exercises and resistance training (lower body).
8	Table-Tennis (Lecture & Practical Lesson)	Learning the outline of Table-tennis, its basic rules and skills.
9	New-Sports (Lecture & Practical Lesson)	Learning the outline of Boccia and Dodgebee.

10	Basketball (Lecture & Practical Lesson)	Learning the outline of Basketball, its basic rules and skills.
11	Blind-Football (Lecture & Practical Lesson)	Learning the outline of Blind-Football, its basic rules and skills.
12	Sport and Nutrition (Lecture & Discussion)	Learning about basic principle of sport nutrition.
13	Sport and Society (Lecture & Discussion)	Learning about the importance of sports in society.
14	Sport for Life-long Participation (Lecture & Discussion)	Overview of the course and summarizing what students have learned with discussions about sport for life-long participation and enjoyment.

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

Each student is required to prepare themselves to have a good physical and mental condition in order to participate safely in the lesson. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

No textbook will be used.

【References】

Reference books may be introduced as and if necessary.

【Grading criteria】

As the provision of this class has been changed to online learning, the evaluation and its criteria have also been modified as below.

Students will be evaluated by the following.

Presentation, feedback sheets and reports: 60%

Attitude and active participation in discussions: 40%

※ The further details of this class is announced on “Hosei Learning Management System” so please make sure you check before the first lesson.

【Changes following student comments】

Not applicable

【Others】

・ Each student is required to bring their own proper sportswear and indoor shoes.

・ The order and content of each class can be changed/modified due to the number of participants and available facilities.

・ If students do not feel well or have (possible) injuries before or after the class, students must inform their condition to the teacher for safety.

【】

Understanding the various physical activities and their effect on self-control and physical, mental and social health for life. Students will learn through lectures and practical lessons.

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 and you will have a chance of learning Python programming.

【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)】

This course will start on Sep. 24 by an online lecture due to the covid_19. You need register your student account for this class until Sep. 24 in Learning Support System Hoppi <https://hoppii.hosei.ac.jp/portal> . The detail of how to get the on line lecture is explained on the course page. Please read the detail in advance.

【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. Preparatory study and review time for this class are 2 hours each.

【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 and you will have a chance of learning Python programming.

CAR100LA

Elementary Career Development

Fukumi GENJIMA

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月 5/Mon.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

【Outline and objectives】

この授業は将来日本で就職を希望する外国人留学生を対象に、仕事とキャリアの意味や意義について考えさせ、日本社会の現状と企業組織の持つ特徴を理解した上で、就職活動やキャリア形成に必要な意識、態度、具体的な知識を身につけさせるのが狙いです。授業は英語で行われます。また授業内の議論も多く、その結果を発表したりレポートを書くための英語力が必要です。

【Goal】

Students should be able to explain:

(1)their personal profiles including such as strengths and weaknesses, values, aspirations, skills and life styles,(2)differences between job and career and the work they would like to do,(3)characteristics of Japanese companies,(4)necessary skills and competencies that are required from the Japanese society,(5)necessity to explore internships and job opportunities spontaneously.

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

【Method(s)】

This course consists of lectures by the instructor, discussions and presentations by the students on each theme. Sometimes students are required to create a worksheet during the class and write a report as an assignment after the class. All of the class activities will be conducted in English.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Orientation	Outline of what you learn throughout the course is briefly explained. Also self-introduction by the instructor and each participant is planned. You should introduce yourself by saying such as (1) the town where I was born, (2) why I decided to study in Japan and at Hosei Univ., (3) what I am interested in doing and achieving during study abroad.
Week 2	Higher Education and Career Development	By understanding the current situation of increasing youth unemployment and non-regular employment in Japan, you should learn how important it is to make a proper job selection and its influence on your career formation.
Week 3	Telling a Life Story to Know Yourself	Understanding about yourself better is the first step that you should take to find a job that suits you and develop your career later on. So let's learn what a life story telling is, how it works to know you better and experience it with the other class members.
Week 4	Presentation of Your Life Story	This is the time for you to talk about a story highlighting a memorable moment to review how your personality, interests, sense of values, abilities and life style have been influenced by it and let others get to know you better.
week 5	Fundamental Skills for a Working Person	There are a couple of fundamental skills that you need to know and acquire before you enter the world of work in Japan. These are minimum requirements from society for any new worker and highly valued in Japan.
Week 6	Intercultural Competence	The world we live in today is getting more and more globalized and interdependent. So you will very likely to work with people speaking different languages, having different sense of values, behaviors and customs based on their cultural backgrounds. How can you get along with them?
Week 7	Life Roles and Career Development	People today may live longer than their parents did. So you may have more works to do and roles to play in your entire life course. Think about what those life roles are and how you can balance them with your job and career in order to maintain quality of your life.
Week 8	Personality and Work Environment for Job Selection	You will learn about several personality types, relationship between people of each personality type and their preferred job environment to know what job will likely to match your personality type through an occupational interest test.
Week 9	Corporate Culture and Business Practice	If you want to get and maintain a job and pursue a career in Japan you should know about the cultural characteristics of the company and its business practices to get along with the other members of the team.

Week 10	Human Resource Management in Japan	Human resource management plays a very important role for the operation and functions of the company. So you need to know what and how they proceed with the daily work.	[None] None [None] None [None] None
Week 11	Japanese MSC (Medium to Small Sized Companies) as Your Job Targets	The Japanese economy has been supported by and dependent on a large number of MSC (medium to small sized companies). In this respect you should know more about them and consider them as potential candidates of your job hunting in the future.	[] This course aims to enhance consciousness and practical knowledge about a job and a career of the international students who want to work in Japan. For this purpose the course will mainly cover areas such as knowing oneself, thinking about a job and a career and understanding the Japanese society including such as company's human resource management system, business practices, corporate culture and others that are indispensable for the international student to understand to prepare for the job hunting activities in Japan.
Week 12	How Japanese Company Recruits and Fosters Young Employees	Even if you could successfully get a job offer, you would probably be not so confident in your ability to cope with the job requirements. But you do not need to worry too much about it if you knew how Japanese company helps foster young employees.	
Week 13	Lecture by the Guest Speaker	Hearing stories from the people working and ask questions about pros and cons of working in Japan will give you good insights and hints when you select your job and career.	
Week 14	Review and Report Writing	You will review what you learned and considered in this course and write a final report about it. Your report must also include what you would like to be and work for based on your understanding of yourself, job and career, Japanese society and the world of work today.	

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

This course requires preparation and review of around 4 hours a week for a two-credit course.

[Textbooks]

Materials to be used and/or previewed will be designated or delivered by the instructor appropriately.

[References]

1. Robinson, Ken, & Aronica, Lou. 「 Finding Your Element: How to Discover Your Talents and Passions and Transform Your Life」, Viking Adult (May 21, 2013)
2. Tim Clark, 「Business Model You」, John Wiley & Sons, Inc.

[Grading criteria]

There will be no mid-term and final in-class examination. Grading is decided by the following criteria:

- (1) Participation and Learning Attitude (20%)
- (2) Report Writing (60%)
- (3) Discussion and Presentation (20%)

[Changes following student comments]

Not Available

[Equipment student needs to prepare]

None

[Others]

None

[None]

None

[None]

None

ART100LA

Elementary Humanities A

URBANOVA Jana

Subtitle：

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 and an essay. 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.	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>
13.	The world of Okinawan poetry	The oldest preserved collection of old epic songs <i>Omorosōshi</i> ; Okinawan lyrical poetry <i>ryūka</i>
14.	Course wrap up	Submit short summary of presentation and essay; final written exam

【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.&13.Reading: text by lecturer on Okinawan poetry

14.Submit short summary of presentation and essay; final written exam

Preparatory study and review time for this class are 2 hours each.

[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.

All necessary study materials and handouts will be provided by the lecturer.

Students don't need to purchase the textbooks.

[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 and essay (60%).

[Changes following student comments]

There are no student comments that would require major changes to the course.

[]

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.

ARSA100LA

Elementary Humanities B

Richard.J.Burrows

Subtitle：

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	Overview	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. Preparatory study and review time for this class are about 1 hour for each.University guidelines suggest preparation and review are around 4hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

None

【References】

An electronic dictionary or smartphone dictionary 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 prepare a PowerPoint presentation & print final report

【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.

【None】

None

【None】

None

【None】

None

【None】

None

【None】

None

【】

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.

POL100LA

Elementary Social Science B

SCHIFANO ADRIEN

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】

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:

- understand basic legal concepts,
- build a foundation for studying more specialized fields of law,
- acquire basic legal knowledge that will complement their studies in other fields,
- 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. University guidelines suggest preparation and review are around 4hours a week for a two-credit course and around an hour a week for a one-credit course.

【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】

Material for the class has been reviewed.

【Equipment student needs to prepare】

A pen and some paper might prove useful.

【Others】

Students can contact the instructor at: adrien.schifano.58@hosei.ac.jp

Following Hosei University policies defined in September 1 notice (here: https://www.hosei.ac.jp/english/news/200901_02/), classes for this course will be held online (Conduct restriction of level 3). Classes may be held in the classroom when the level is changed from 3 to 2.

【】

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.

POL200LA

Social Science A

SCHIFANO ADRIEN

Subtitle：

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.

Course contents will vary depending on number of students presentations to be performed in class.

【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 | Managing marine resources |
| 12. | Processes of global governance III | Liberalizing trades |
| 13. | Issues affecting global governance | 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. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【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】

Course material has been reviewed. Visuals have been improved.

【Equipment student needs to prepare】

A pen and some paper are a must.

【Others】

Students can contact the instructor at: adrien.schifano.58@hosei.ac.jp

Following Hosei University policies defined in September 1 notice (here: https://www.hosei.ac.jp/english/news/200901_02/), classes for this course will be held online (Conduct restriction of level 3). Classes may be held in the classroom when the level is changed from 3 to 2.

【】

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.

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. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4

hours a week for a two-credit course and around an hour a week for a one-credit course.

【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

【】

In this class, we study basic mathematics for preliminary to understand calculus.

科目一覽

【発行日：2020/9/14】最新版のシラバスは、法政大学 Web シラバス (<https://syllabus.hosei.ac.jp/>) で確認してください。

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MAN100FB-A5501

Introduction to Organizational Management

Azusa Ebisuya

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

Notes：

【Outline and objectives】

This course is designed to help undergraduate students in Global Business Program (GBP) understand basic concepts and ideas of organizational management in the world of business. This course teaches the importance of management and its vital roles, organization structures, and effective management of organizations.

【Goal】

The series of lectures in this course will help the students to obtain knowledge of general terms and concepts of organizational management study, and instill further interest and desire to deepen their understanding in this field.

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

This course is strongly related to the "DP1-1", "DP2-2" and "DP3" diploma policies and fairly related to the "DP4" policy.

【Method(s)】

This course will be delivered mostly through lectures so that the students can obtain basic knowledge of the subject. However, students will have opportunities to actively participate in the class by providing their critical thoughts and suggestions during discussions. The students will have two written tests (7th and 14th weeks) which will examine their understanding of this course.

Due to the epidemic of COVID-19, classes might be provided through the online system (Zoom). The detailed information will be updated.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	The roles of organizational management	<ul style="list-style-type: none"> Interpersonal roles Informational roles Decisional roles
Week 2	The planning function	<ul style="list-style-type: none"> Defining the mission, vision and values Assessing strengths, weaknesses, opportunities and threats Developing forecasts and analyzing competition Developing action plan
Week 3	The organizing function	<ul style="list-style-type: none"> Top managers Middle managers First-line managers
Week 4	The leading function	<ul style="list-style-type: none"> Developing an effective leadership style Coaching and mentoring Managing change Building a positive organizational culture
Week 5	The controlling function	<ul style="list-style-type: none"> The control cycle Crisis management Maintaining control in extraordinary circumstances
Week 6	Essential management skills	<ul style="list-style-type: none"> Interpersonal skills Technical skills Conceptual skills Decision-making skills
Week 7	Mid-course review and Test (1)	<ul style="list-style-type: none"> Review the semester so far Explaining key managerial concepts
Week 8	Designing an effective organization structure	<ul style="list-style-type: none"> Identifying core competences Identifying job responsibilities Defining the chain of command
Week 9	Organizing the workforce	<ul style="list-style-type: none"> Functional structures Divisional structures Matrix structures Network structures
Week 10	Organizing in teams	<ul style="list-style-type: none"> Problem-solving teams Self-managed teams (Cross-)functional teams Virtual teams

Week 11 Ensuring team productivity

- Advantages of working in teams
- Disadvantages of working in teams
- Characteristics of effective teams

Week 12 Fostering teamwork

- Team development
- Causes of team conflict
- Solutions to team conflict

Week 13 Managing an unstructured organization

- Potential benefits of unstructured organizations
- Potential challenges of unstructured organizations

Week 14 Course review and Test (2)

- Review the entire semester
- Explaining key managerial concepts

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

The students are expected to read the uploaded materials for each class beforehand and prepare for discussions during the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Slides and additional reading materials will be provided through the web-system.

【References】

Supplementary reading materials and/or websites will be shared through the web-system.

【Grading criteria】

Participation in discussions: 28%

Assignment during a class: 12%

Test (1): 30%

Test (2): 30%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts.

【Others】

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

【Prerequisites】

None

MAN100FB-A5505

Introduction to Marketing

Shohei HASEGAWA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：TBA | 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 "DP5" diploma policy and fairly related to the "DP1-1", "DP2-2", "DP3" and "DP4" 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)	Sony: Electronics company
5	Case (4)	IKEA: Furniture company
6	Case (5)	Starbucks: Coffeehouse chain
7	Case (6)	Facebook: Social networking service
8	Case (7)	Netflix: Video streaming service
9	Case (8)	Smart: Automobile brand
10	Case (9)	Microsoft: Technology company
11	Case (10)	7-Eleven: Convenience store
12	Case (11)	Apple: Technology company
13	Case (12)	Toyota: Automobile company
14	Case (13)	LVMH: Luxury goods 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. Preparatory study and review time for this class are 2 hours each.

【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: 30%

・ Class participation and group discussion: 40%

・ Final paper: 30%

【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.

・ Google Classroom will be used.

【Others】

Related course: Principles of Marketing

Students who wish to register for this course must attend the first class.

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-A5506

Introduction to Operations Management

Dennis TACHIKI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：TBA | 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 "DP1-1", "DP2-1", "DP4" and "DP5" diploma policies.

[Method(s)]

THE BEST CLASSROOMS DO NOT HAVE FOUR WALLS: LEARNING TAKES PLACE ANYWHERE, ANY TIME. IN YOUR CLASSROOM, THEN, I WILL EXPECT YOU TO CONDUCT THREE ACTIVITIES. FIRST, PLEASE LOG-IN TO OUR COURSE HOPPII WEBPAGE TO FIND THE REQUIRED READING (1-3 PER WEEK). SECOND, ALSO IN OUR COURSE HOPPII WEBPAGE WILL BE A SET OF EXERCISES/ASSIGNMENTS TO DEMONSTRATE YOU COMPREHEND THE SESSION LEARNING POINTS. AND THIRD, WRITE 3 SHORT REPORTS. PLEASE KEEP TO THE STATED DEADLINES.

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/MRPII · 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	<ul style="list-style-type: none"> · 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	<ul style="list-style-type: none"> · External and Internal Customers Presentation
Week 12	Managing Information Flows	<ul style="list-style-type: none"> · Concept of Information Flows · Dependent Demand Inventory Management · Enterprise Resource Planning Systems · Automating Process Management
Week 13	Managing Projects	<ul style="list-style-type: none"> · Project Management Defined · Project Planning and the GANTT Chart · CPM and PERT Project Management Techniques
Week 14	Global Supply Management	<ul style="list-style-type: none"> · 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.

· Preparatory study and review time for this class are 3-5 hours for each session

[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, especially when done on-line in break-out sessions.

[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.

If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

発行日：2020/9/14

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!

ECN100FB-A5507

Introduction to Japanese Economy

Hideaki HIRATA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：TBA | 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 learning a brief history of the Japanese economy and the basic analytical tools of economics, we focus on Japan's labor markets, financial markets, corporate finance and capital investments, international transactions, and economic policies from the 1980s onward. Comparison with the other economies is frequently done.

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 "DP1-3", "DP2-1", "DP2-2", "DP3" and "DP4" diploma policies and fairly related to the "DP1-1", "DP1-2", "DP1-4" and "DP5" policies.

[Method(s)]

This course mainly comprises lectures, slideshows, in-class activities, and discussions. All class materials are distributed through the LMS. Note that the order of the lectures might be changed from the below suggested schedule but what we will cover would not change very much.

[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?
5	Labor and Firms 1	Characteristics of Japanese labor markets and firms; Understanding Japanese labor market.
6	Labor and Firms 2	Characteristics of Japanese labor markets and firms; Understanding the relationship between labor and firms
7	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.

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

Students are expected to read the assigned materials and contribute to class discussions. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Greg Mankiw (2020) Principles of Economics, Cengage.

Ito and Hoshi (2020) The Japanese Economy, MIT Press.

You SHOULD NOT buy these textbooks before the first class meeting since a special instruction will be provided for the students of this class.

[References]

1. Papers and newspaper articles will be assigned throughout the semester.
2. Annual Report on the Japanese Economy and Public Finance.
3. David Flath (2014), The Japanese Economy (3rd Edition), Oxford University Press. ISBN: 9780198702405.

[Grading criteria]

Final exam: 100%. (1) Solving and submitting non-mandatory problem sets and (2) class participation will give you extra points.

Last year, the fail rate was 5%.

[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

ECN100FB-A5508

Introduction to Statistics

Makoto TAKAHASHI

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

【Outline and objectives】

This course introduces elementary statistics, covering basic knowledge of descriptive statistics, probability and inferential statistics.

【Goal】

After successfully completing this course, students can do the following among others: understand and explain basic concepts; and summarize and examine data using software such as Excel.

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

This course is strongly related to the "DP1-4" and "DP2-1" diploma policies and fairly related to the "DP2-2", "DP4" and "DP5" policies.

【Method(s)】

The class is a combination of lectures and (computer) exercises. In each class, we quickly review a topic by watching a video and then learn the details with discussion and exercises.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Data Basics
2	Introduction to data	Sampling principles and strategies / Experiments
3	Summarizing data	Examining numerical data / Considering categorical data
4	Probability	Random variables / Continuous distributions
5	Distributions of random variables	Normal distribution / Geometric distribution / Binomial distribution
6	Foundations for inference 1	Point estimates and sampling variability
7	Foundations for inference 2	Confidence intervals for a sample proportion
8	Foundations for inference 3	Hypothesis testing for a proportion
9	Inference for categorical data	Inference for a single proportion / Difference of two proportions
10	Inference for numerical data 1	One-sample means with the t-distribution
11	Inference for numerical data 2	Paired data / Difference of two means
12	Inference for numerical data 3	Power calculations for a difference of means
13	Introduction to linear regression	Fitting a line, residuals, and correlation / Least squares regression
14	Review / Final Exam	Review of the course / Evaluation of students' understanding

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

Complete the reading before a new unit begins, and then review again after the unit is over. Do the problem sets specified in class as a homework. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Diez, David, Mine Çetinkaya-Rundel and Christopher D. Barr (2019) OpenIntro Statistics, 4th Edition. (This book may be downloaded as a free PDF at openintro.org/os)

【References】

References will be given in class if any.

【Grading criteria】

Homework: 50%

Final Exam: 50%

【Changes following student comments】

We will spend time both on analytical and 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. Related courses include, but not limited to, Introduction to Finance, Investments I/II, and Elementary Mathematics A/B.

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.

MAN300FB-A5514

Organizational Behavior II

Makiko NISHIKAWA

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

Notes：

【Outline and objectives】

The way we work has been changing dramatically (for example, the pandemic of Covid-19 has changed where, when, and how we work) but it is difficult to know where these changes lead us to. Through reading a textbook and discussing the contents together, we will try to understand what work means to us, and discuss how it could vary across culture, gender, and generations.

【Goal】

Firstly, students will understand the meaning of work that varies across time and space, and how this affects our work attitudes and behavior. Secondly, they will acquire the skills to present and exchange their thought and understanding about work in group and in the class.

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

This course is strongly related to "Sociology", "Social Psychology" and the "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP1-1" and "DP3" policies.

【Method(s)】

This course encourages students' active involvement. Textbook is used as a tool to understand and discuss the meaning of work. Each week, students will present what they read and understand in a chapter of the textbook, and share and discuss the main points in the chapter. They will also finish the final report and present it at the last class.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Orientation to this course and course assignment
2	A brief history of the philosophy of work	Read chapter1 and discuss the contents
3	Work and meaning	Read chapter2 and discuss the contents
4	The distribution of work	Read chapter3 and discuss the contents
5	Work and leisure	Read chapter4 and discuss the contents
6	Interim discussion/debate1	Select a topic from Chps2-4 and hold a debate
7	Being managed	Read chapter5 and discuss the contents
8	Getting paid	Read chapter6 and discuss the contents
9	Work in the age of affluence	Read chapter7 and discuss the contents
10	Interim discussion/debate2	Select a topic from Chps5-7 and hold a debate
11	Work and globalization	Read chapter8 and discuss the contents
12	The end of work?	Read chapter9 and discuss the contents
13	Life and work	Read chapter10 and discuss the contents
14	Summary and presentation	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. Preparatory study and review time for this class are 2 hours each

【Textbooks】

Lars Svendsen, *Work*, Routledge, second edition, 2016, ISBN 978-1-138-19408-3

【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 30%

Final report and presentation 20%

【Changes following student comments】

This course will encourage students' involvement in the class and give them opportunities to express their ideas as an individual and a group.

【Others】

Important notice will be given through *Hoppii*.

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.

Human Resource Management II

Yoshio OKUNISHI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：TBA | 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, policies and 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 Japanese cases. 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 "DP2-2", "DP3" and "DP4" diploma policies and fairly related to the "DP1-1" and "DP1-3" policies.

[Method(s)]

In case it is feasible to have face-to-face lectures in a real classroom, my lecture and the discussion among students will be the main method. I count on "Hoppii" to distribute course materials and occasionally ask students to submit written assignments.

[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	Tips for Case Studies in HRM	Useful knowledge to discuss cases in HRM
8	Discussion on a Case Study	A case on work-life balance
9	Diversity Management	Theory and empirical evidence
10	Working Hours	Situations in Japan and its regulations
11	Industrial Relations (1)	Union activities
12	Industrial Relations (2)	Labor disputes and the resolution systems
13	High-Commitment HRM	Theory and practices
14	HRM System in Japan	The wrap-up of the course and future directions

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

Preparatory study and review time for this class are 2 hours each. Before each class, read through course materials and find places where you have questions. During and after the class, you should clarify all the questions, and submit occasional assignments diligently.

[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]

The final grade will be based on writing assignments during the semester (80%). The participation in the class is counted as well (20%). I will not conduct an in-class final exam separately.

[Changes following student comments]

I will encourage students to participate more actively in class.

[Equipment student needs to prepare]

I regularly use Hoppii to upload course materials and to direct course assignments.

[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.

MAN300FB-A5521

Global Business Strategy II

Naoki Ando

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

Notes：

【Outline and objectives】

This course introduces students to key concepts and theoretical frameworks of international business. The course is more theoretical than practical.

The course focuses on key topics in international business such as institutional and sociocultural environments (global business environments), geographical diversification (internationalization) of firms, entry strategy, global business strategy, staffing of foreign subsidiaries, and language barriers.

At the end of this course, students will be able to understand how firms enter foreign markets, manage foreign subsidiaries, and gain competitive advantage.

【Goal】

Objectives of this course are:

1. To develop the ability to analyze national difference in institutional and sociocultural environment.
2. To understand theories of firms' internationalization.
3. To understand entry strategy, global business strategy, and the theoretical foundations of the strategies.
4. To understand the theoretical foundation of foreign subsidiary staffing.
5. To develop the ability to moderate language barriers inside multinational enterprises.
6. To build skills in analyzing firms' success and failure in foreign markets using the theories of international business.

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

This course is strongly related to the "DP1-1" and "DP4" diploma policies and fairly related to the "DP2-2" policy.

【Method(s)】

Sessions consist of lecture and discussion. Lecture introduces students to basic concepts and frameworks of the session's topic. Discussion and in-class exercises with regard to the concepts and frameworks, as well as case analysis, are conducted.

Students also work on a team project during the semester. A team consists of 3-4 students. Each team is required to conduct and write up a case analysis. In Week 14, teams make a presentation of the project. Details regarding the team project will be announced in class.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Course orientation: Introduction and overview	Course overview. What is globalization and what is international business?
Week 2	Local business environments 1	Legal, political, and economic environments that firms confront overseas.
Week 3	Local business environments 2	Sociocultural environments that firms confront overseas.
Week 4	Foreign direct investment and multinational enterprises	What is foreign direct investment? Multinational enterprises (MNEs) and MNEs from emerging economies.
Week 5	Internationalization of firms 1	Theories to explain the internationalization of firms.
Week 6	Internationalization of firms 2	Intra-regional diversification. Internationalization and firm performance.
Week 7	Entry strategy	Wholly owned subsidiary and international joint venture. Entry mode choice.
Week 8	Global business strategy	Strategies of MNEs. Global integration and local responsiveness.
Week 9	Project proposal	Proposal of team projects.
Week 10	Foreign subsidiary staffing 1	Roles of parent country nationals and host country nationals.
Week 11	Foreign subsidiary staffing 2	Choice of staffing policy. Localization of subsidiary staffing.
Week 12	Language barriers 1	Roles of language in MNEs.
Week 13	Language barriers 2	Strategy to moderate language barriers.

Week 14 Presentation of projects Final presentation of team projects.

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

Preparatory study and review time for this class are 2 hours each.

Students are required to read assigned readings and cases. They also work on the team project with team members.

【Textbooks】

Hill, C.W.L. & Hult, G.T.M. 2018 International Business: Competing in the Global Marketplace (12th ed.). McGraw-Hill Education, NY.
Textbook may be changed subject to availability. Detailed information on textbook will be announced in the first lecture.

【References】

Ball, D.A., Geringer, J.M., McNett, J.M. & Minor, M.S. 2012. International Business: The Challenging of Global Competition (13th ed.). McGraw-Hill: NY.

Cavusgil, S.T., Cavusgil, S.T., Knight, G. & Riesenberger, J.R. 2008. International Business: The New Realities (2nd ed.). Prentice Hall: NJ.
Cullen, J.B. & Parboteeah, K.P. 2011. Multinational Management: A Strategic Approach (5th ed.). Cengage Learning: OH.

Rugman, A.M. & Collinson, S. 2012. International Business (6th ed.). Pearson Education: UK.

Shenkar, O. & Luo, Y. 2008. International Business (2nd ed.). Sage Publications: CA.

Newer editions may be available.

【Grading criteria】

Class participation: 50%

Class participation is evaluated based on active participation in discussion and in-class exercises and contribution to the class.

Team project: 50%

More information regarding the team project will be announced in class.

【Changes following student comments】

The course is being held for the first time.

【Prerequisites】

None.

Business Management in Japan

Yongdo KIM

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：TBA | 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 "DP1-1", "DP2-1", "DP2-2", "DP3" and "DP4" diploma policies and fairly related to the "DP5" 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 submit discussion sheet or reaction sheet by two days before of every week class. At least, it will need two hours every week.

Please read previously assigned references before the class of every week. It will need two hours 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, Macmillan
 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(40%)

Presentation(30%)

Discussion Sheets and reaction sheets(30%)

[Changes following student comments]

Time of discussion will be increased.

[Prerequisites]

None

MAN200FB-A5526

Financial Statement Analysis

Hiroshi FUKUDA

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

Notes：

【Outline and objectives】

Stakeholders such as investors, suppliers, customers, employees and regulators, etc. need to be able to analyze and interpret financial statements. Precise analysis of these documents can help both internal and external decision makers evaluate an organization's past performance and then predict its future performance. In class we focus our attention on some basic and important ratios and other analytical tools.

【Goal】

After studying Financial Statement Analysis, you should be able to:

1. Recognize and define the main elements(stock data) and ratios on the balance sheet of a corporation.
2. Recognize and define the principal elements(flow data) and ratios on the income statement of a corporation.
3. Recognize and define the principal elements(flow data) and ratios on the cash flow statement of a corporation.
4. Compute and interpret basic and important financial ratios that would be useful to each stakeholder.
5. Make use of knowledge gained in a business setting in the near future.

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

This course is fairly related to the "DP1-2", "DP1-4", "DP2-1", "DP2-2", "DP3", "DP4" and "DP5" diploma policies.

【Method(s)】

This course is comprised partly of lectures, practices, and presentations by students. In each class, the instructor will first explain the topic of the day and students will do exercises. Participants are also required to make a presentation about corporate financial strength 3(three) times per semester.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course explanation
2	BS framework	Concepts of the balance sheet and practice
3	IS and CFS framework	Concepts of the income statement and cash flow statement and practice
4	Database and other company information	How to access and use a database
5	Profitability ratios - on the income statement	Return on sales, gross profit margin, concepts and practice
6	Profitability ratios - on the balance sheet and the income statement	Return on assets, return on equity, concepts and practice
7	Liquidity ratios - on the balance sheet	Current ratio, acid-test ratio, concepts and practice
8	Liquidity ratio - additional computation	Cash ratio, concepts and practice
9	Leverage ratios	Debt ratio, times interest earned ratio, concepts and practice
10	Efficiency ratios	Inventory turnover, accounts receivable turnover, day's sales in receivables, concepts and practice
11	Valuation ratios	Earnings per share(EPS), price/earning ratio(P/E), concepts and practice
12	Additional valuation ratios	Dividend yield, payout ratio, concepts and practice
13	Final thoughts and review of the course	Q & A, practice
14	Final exam	Final exam

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

Preparing for class by reading materials will be key to succeeding in this course. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Textbooks are not used in this course. Slides(handouts) based on the following reference book will be distributed in class.

【References】

Axel Tracy(2012). *Ratio Analysis Fundamentals(2nd Edition)*, AF. Other materials will be announced in class.

【Grading criteria】

Class contribution(presentation,discussion): 40% and Final Exam: 60%

【Changes following student comments】

The instructor will try to give a clearer explanation.

【Equipment student needs to prepare】

As free financial statements are available on the internet, a personal computer will expedite your work in class.

【Others】

Since basic knowledge of Accounting is required, it is advisable that students have taken 'Introduction to Accounting'.

【Prerequisites】

Introduction to Accounting

ECN300FB-A5529

Investments B

Yongjin KIM

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

Notes :

【Outline and objectives】

A derivative, or derivative security is an agreement between two counterparties whose payoff depends on the value of an underlying asset. Forwards, futures, options, and swaps are representative derivatives. Derivatives are actively traded throughout the world and their market is exceedingly large. Unexpectedly, derivatives also have a long history. This course aims to help students understand the basic aspects of derivative securities and how to value them. Comprehension of derivatives will come in very useful in case you work in the financial industry in the future. Due to time constraints, swaps will be discussed only if 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 economic news about financial markets.

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

This course is strongly related to the "DP1-1", and "DP4" diploma policies and fairly related to the "DP1-3", "DP1-4", "DP2-1", and "DP2-2" policies.

【Method(s)】

This course is basically lecture-based, but wide open to active participation in class. Slides and complementary handouts will be distributed.

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

あり / Yes

【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 -option valuation based on one-period binomial model
12	The Binomial Option Pricing Model: Part 1	-two-period binomial model
13	The Binomial Option Pricing Model: Part 2	-multi-period binomial model
14	Wrap-up and In-Class Final Exam	-brief summary -final examination

【Work to be done outside of class (preparation, etc.)】
Students should read course materials before class and should not miss the deadline for homework assignments. Preparatory study and review time for this class are 2 hours each.

【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】

I will try to make explanations much easier to understand.

【Equipment student needs to prepare】

The Microsoft Excel will be often used as a calculation tool. It would be better if students had a basic knowledge of MS-Excel.

【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 interested in derivatives are highly welcome.

MAN200FB-A5531

Service Management

Junko KIMURA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：TBA | 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 "DP1-1", "DP2-1", "DP2-2" and "DP3" policies.

【Method(s)】

Class starts at 13:00 on Thursday.

Please contact the instructor at kimura@hosei.ac.jp when you have any problems or concerns.

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
- Preparatory study and review time for this class are 2 hours each.

【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

【Others】

Using smartphone and/or PC are not allowed unless the instructor assigns the work with it. It is rude and shows your disrespect to the class to look down and ignore the classmates and the instructor.

【Prerequisites】

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

Operations Management II

Dennis TACHIKI

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : TBA | 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 "DP1-1", "DP2-1", "DP2-2", "DP3", "DP4" and "DP5" 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?
Week 5	Project Design Matrix (2)	<ul style="list-style-type: none"> · Statement of Work -> Activities · Background Research -> Indicators, Means of Verification, Assumptions · PowerPoint Slide Format+
Week 6	Workshop	<ul style="list-style-type: none"> Alternative Software 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)	<ul style="list-style-type: none"> · What is a GANTT Chart? · Plan of Operation (PO) · 5W1H of GANTT Chart
Week 10	Workshop	<ul style="list-style-type: none"> Project Mid-term Presentation · Mondai Ishiki · Data Collection
Week 11	Project "DO"	<ul style="list-style-type: none"> · Simulation and/or Field Work Progress Report · Kaizen Discussion
Week 12	DO (2)	<ul style="list-style-type: none"> · Simulation and/or Field Work Data Collection · Kaizen Discussion
Week 13	Project "CHECK"	<ul style="list-style-type: none"> · Preliminary Impact Report · Data Analysis · Kaizen Discussion
Week 14	Project "ACTION"	<ul style="list-style-type: none"> · 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.
- Preparatory study and review time for this class are 3-5 hours for each session

[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. More time for break-out sessions held on-line.

[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. If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

[Prerequisites]

Operations Management I or teacher's permission

MAN200FB-A5538

Entrepreneurship

Noriko TAJI

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

Notes：

【Outline and objectives】

The class aims to learn how to found a startup and expand its business. The operation is conducted on the basis of interactive discussions with classmates, a teacher, and guests.

This lecture covers the following:

1. To learn the basic theory of entrepreneurship known globally
2. To experience the method of idea generation and business planning
3. To learn resource assembly, organizational design and strategy from business cases and a guest speaker

【Goal】

Students will understand the process of entrepreneurship from opportunity recognition to execution.

Students will learn the method of idea generation.

Students will practice business planning.

Students will confirm the theory and knowhow of entrepreneurship by reading business cases.

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

This course is strongly related to the "DP1-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP1-2", "DP2-1" and "DP3" policies.

【Method(s)】

The class starts on April 21. The starting two weeks will be conducted by delivering documents and video files.

A short video is uploaded on Hosei system. A long video is uploaded on a private URL of YouTube. Videos will disappear in two weeks.

Please upload your assignment on Hosei system till the deadline.

This class is a mix of lecture and action learning.

Students make presentations of business ideas and discuss them with each other on Zoom system.

Students cultivate their business plans for several weeks and hand in final presentations.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction of entrepreneurship	Entrepreneur's voice video
2	Entrepreneur's impact on the economy and society	Introducing favorite entrepreneur
3	Lean Startup1	Idea generation & Minimum Viable Product
4	Lean Startup2	One minute idea pitch & Understanding business model canvas
5	Lean Startup3	Using business model canvas
6	Notion of Entrepreneur and Startup	Definitions by Schumpeter, Kirzner, etc.
7	Real entrepreneurship 1	Guest speaker talk
8	Entrepreneurial process	Opportunity Recognition & Exploitation, Execution
9	Entrepreneurial ecosystem	Understanding Silicon Valley
10	Management team	LinkedIn case 1 & Using business model canvas
11	Venture finance	LinkedIn case 2
12	Effectuation	LinkedIn case 3
13	Real entrepreneurship	Guest speaker talk
14	TBD	Final presentation of business model, etc.

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

Considering a business idea and making a business plan

Reading business cases Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No specified textbooks

【References】

A General Theory of Entrepreneurship, Scott Shane, Edgar Elgar, 2003.

Entrepreneurship, William Bygrave and Andrew Zacharakis, John Wiley & Sons, 2008.

【Grading criteria】

assignments (50%), class participation (20%) and final report (30%)

【Changes following student comments】

Students can get a lot of essence and tips from talks of entrepreneurs and investors while improving their own idea.

【Equipment student needs to prepare】

PC

【Career background of the lecturer】

Industrial experience working for a large company and startup, and experiencing external directors of public companies in Japan.

【interest】

Innovation Management

High-tech startups

Entrepreneurship

【Representative English papers】

"Resource Acquisition in High-Tech Startup Global Strategies" Noriko Taji, *Technology, Innovation, Entrepreneurship and Competitive Strategy*, Emerald Publishing Group, Vol.14, pp.263-287, 2014

"Guess Country Report, Japan," Noriko Taji, et.al., Global University Entrepreneurial Spirit Students' Survey, University of St. Gallen, 2012, 2014, 2016.

"Psychological Predictors of Entrepreneurial Interest in Japan," Noriko Taji & Yu Niiya, *Innovation management*, Hosei University, No.9, pp.61-72, 2012

MAN200FB-A5539

Special Topics in Management A

Keiko OKAMOTO

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

Notes：

【Outline and objectives】

Students will learn fashion businesses in Europe, America, and Japan by observing historical and geographical development of the textile and apparel industries. Students will discuss and analyze strategies of various fashion companies in groups and in workshops. Students will also learn how corporate social responsibilities are treated by the industries and companies.

【Goal】

Students will understand the current global fashion business and how they are operated. Students will gain abilities to collect facts, analyze them, and state their ideas logically.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

Homework (preparations & reviews), Lectures, Case Studies, Workshop, and Discussions. Group Projects, Presentations, and individual Essays.

【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 1	Course overview Japan, Europe, and United States
2	Fashion Business 2	Supply Chain, textile manufacturers, apparel manufacturers, retail, SPA retailers. and Fast Fashion
3	American Fashion Business 1	Levi's: company profile, history, and strategies.
4	American Fashion Business 2	The U.S. Industrial Revolution in textiles American History Summary
5	American Fashion Business 3	GAP: Company profile, history, and strategies. GAP vs Levi's
6	Japanese Fashion Business 1	Trading houses and wholesalers. Shipping costs and containers.
7	Japanese Fashion Business 2	Strategic differences between Fast Retailing and Adastria. Comparison of order quantities.
8	Japanese Fashion Business 3	Japanese textile & apparel industries in comparison with European and American counterparts. Tariffs & quotas and trade agreements.
9	European Fashion Business 1	Haute Couture, Pret-a-Porter, and licencing.
10	European Fashion Business 2	Designer brands, luxury brands vs capitalists. Mass-production and labor costs.
11	Global Fashion Business 1.	Advertisements and perceived quality. It bags!
12	Global Fashion Business 2.	Corporate social responsibilities and intellectual property rights.
13	Global Fashion Business 2. Class Project Preparation.	Fast fashion and beyond. Product development, production, and e-commerce.
14	Class Project.	Class project and Presentation.

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

Homework: preparations & reviews. Readings, Summarizing, Internet searching. Preparatory study and review time for this class are 2 hours each.

【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】

Homework: preparations & reviews 40%
Class Participation & Reaction Paper 28%
Class Project (group and/or individual) 7%
Essay 25%

【Changes following student comments】

Class attendance and participation are important.
Class progress will be depending on students' homework (preparatory and review) qualities.

【Equipment student needs to prepare】

PowerPoint may be used for the class presentation.

【Prerequisites】

None

【Others】

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

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

MAN200FB-A5540

Special Topics in Management B

Dennis TACHIKI

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

Notes：

[Outline and objectives]

In this course we will address the question, What is Total Quality Management? The origins of this concept dates back to the 1930s at the Bell Laboratories of W.A. Shewhart in the United Kingdom. This became what was known as the British Standard 600. During the war years, the Americans established the Z-1 Standard. In the post-war era, Japan created not only the JIS (Japan Industrial Standards) mark, but also added a managerial dimension to the quality control concept.

In this connection, the main objective this semester focuses on the unique contributions of Japanese companies to TQM: (1) QC (quality control) as a national movement, (2) companywide quality control, (3) cross-functional management, (4) QC circle activities, and (5) QC audit.

[Goal]

Be the end of the course the student should be able to:

- Understand why total quality management plays an important role in business.

- THEORY: Grasp the merging of engineering techniques and business practices into the TQM story

- METHODS: Use the PDCA cycle and kaizen for continuous improvement

- TOOLS: Apply the analytical tools commonly used in TQM activities.

Students should feel comfortable in engaging in TQM activities if given the opportunity in the future.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

[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 · From QC to TOC to TQM · TQM in Japan
Week 2	Companywide Quality Control (1)	<ul style="list-style-type: none"> · Business Strategy: Diversification and Rationalization · What is CWQC? · PDCA cycle and kaizen
Week 3	CWQC (2)	<ul style="list-style-type: none"> · Hoshin Kanri (Policy Management) · 5Ms—target and means · Measures and metrics
Week 4	CWQC (3)	<ul style="list-style-type: none"> · Catch Ball approach · Flag method · Control items
Week 5	Cross Functional Management (1)	<ul style="list-style-type: none"> · Principles of quality control · What is CRM? · CFM tasks, structure and administration
Week 6	CFM (2)	<ul style="list-style-type: none"> · Statistical methods—speaking with facts not guts · SQC/SPC Methods
Week 7	QC Circle Activities (1)	<ul style="list-style-type: none"> · What is QCC? · QC Story · Forming a QCC · Brainstorming · Visualization
Week 8	QCC (2)	<ul style="list-style-type: none"> · 7 QC Tools and 7 New QC Tools
Week 9	QCC (3)	<ul style="list-style-type: none"> · 7 QC Tools and 7 New QC Tools (cont'd) · Snapshots of 5S, TPM, etc
Week 10	QCC (4)	<ul style="list-style-type: none"> · Types of reports · How to prepare presentation and presentation materials

Week 11 QC Audit (1)

- ISO and ISO9000 series

- External Audit: US, Europe and Japan

- Internal Audit: Presidential Audit

Week 12 QC Audit (2) + QCC (5)

- QCC Report and evaluation

Week 13 QC Audit (3)

- Conducting a Presidential Audit

Week 14 QC Audit (4) + QCC (6)

- Management Presentation

[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.

- Preparatory study and review time for this class are 3-5 hours for each session

[Textbooks]

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

[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 university library.

[Grading criteria]

Students will be graded based on the following criteria:

- 10% CLASS PARTICIPATION (I.E., WHETHER YOU HAVE LOG-IN TO OUR COURSE HOPPII WEBPAGE.)

- 30% ASSIGNMENTS

- 60% 4 SHORT REPORTS (20% EACH)

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

[Changes following student comments]

More QC Circle exercises.

[Equipment student needs to prepare]

ON-LINE COURSE

STUDENTS ARE EXPECTED TO HAVE INTERNET ACCESS (E.G., WIFI, CABLE, ETC) TO A COMPUTER AND/OR SMART PHONE. IF YOU DO NOT, THEN SEND AN E-MAIL MESSAGE TO INFORM THE PROFESSOR. ALSO INFORM THE PROFESSOR IF YOU EXPERIENCE ANY DIFFICULTIES DURING OUR ZOOM SESSIONS.

CLASSROOM COURSE

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

[Others]

Useful if student has taken Introduction to Operations Management and/or Operations Management I.

Students (or teams) should try to meet with the teacher on-line at least once during the semester.

If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

[Prerequisites]

Willingness to study hard!

[Career background of the lecturer]

None

MAN100FB-A5543

Workshop II

Azusa Ebisuya

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

Notes：

[Outline and objectives]

Many foreign students in Japan encounter difficulties in finding jobs in Japan because of their limited information of recruitment, the knowledge of the manner of job-hunting, and language ability. Many foreign workers, on the other hand, are tackling issues related to adapting the corporate culture, building interpersonal relationships at work, and maintaining their work-life-balance. This course will provide the students with opportunities to know the tips of finding suitable jobs in Japan, maintaining the joy of working, and succeeding as foreign workers in Japanese companies through hearing real-life scenarios from practitioners.

[Goal]

The students are expected to obtain understanding on critical issues faced by foreign employees in Japanese companies, and how these issues are being tackled. The students will be able to effectively blend in with the Japanese community and/or work environments based on the knowledge obtained through this course.

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

This course is strongly related to the "DP1-1", "DP2-2" and "DP4" diploma policies and fairly related to the "DP1-4" and "DP3" policies.

[Method(s)]

This course will comprise meaningful talks by practitioners, question and answer sessions, and discussions. The guest speakers will be invited from Japanese companies located in Tokyo and surrounding area, which include both big and small-to-medium-sized enterprises (SMEs). The students will be assigned to give a presentation as well as to write a term-paper at the ending of the course.

Due to the epidemic of COVID-19, classes might be provided through the online system (Zoom). The detailed information will be updated.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Introduction to the course	<ul style="list-style-type: none"> Overview of the list of speakers How to prepare for each class
Week 2	Guest Talk and discussion (1)	<ul style="list-style-type: none"> Prepare for job-hunting as a foreigner (educated in Japan) Practical advice for the participants
Week 3	Guest Talk and discussion (2)	<ul style="list-style-type: none"> Prepare for job-hunting as a foreigner (educated in home country) Practical advice for the participants
Week 4	Guest Talk and discussion (3)	<ul style="list-style-type: none"> Prepare for job-hunting as a foreigner (educated in the third country) Practical advice for the participants
Week 5	Guest Talk and discussion (4)	<ul style="list-style-type: none"> Experiences of job-hunting in Japan as a foreigner Practical advice for the participants
Week 6	Guest Talk and discussion (5)	<ul style="list-style-type: none"> Difficulties faced by job-hunting foreign students and solutions for the problems Practical advice for the participants
Week 7	Guest Talk and discussion (6)	<ul style="list-style-type: none"> Experiences of working in a Japanese SME Practical advice for the participants
Week 8	Guest Talk and discussion (7)	<ul style="list-style-type: none"> Experiences of working in a Japanese large enterprise Practical advice for the participants
Week 9	Guest Talk and discussion (8)	<ul style="list-style-type: none"> Experiences of working in a non-Japanese company operating in Japan Practical advice for the participants

Week 10 Guest Talk and discussion (9)

- Experiences of working in educational institute
- Practical advice for the participants

Week 11 Guest Talk and discussion (10)

- Difficulties faced by foreign workers in Japan and solutions for the problems
- Practical advice for the participants

Week 12 Students' presentations and review (1)

- Individual presentation based on a personal research topic related to the course theme
- Review and discussion based on the topics brought by students

Week 13 Students' presentations and review (2)

- Individual presentation based on a personal research topic related to the course theme
- Review and discussion based on the topics brought by students

Week 14 Students' presentations and review (3)

- Individual presentation based on a personal research topic related to the course theme
- Review and discussion based on the topics brought by students

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

Students are expected to read the materials and prepare a few questions. The materials for each week will be shared through the web-system. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

None

[References]

Supplementary reading materials and/or websites will be shared through the web-system.

[Grading criteria]

Participation in discussions: 28%

Preparing questions for the speaker: 20%

Presentation: 22%

Term paper: 30%

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts, and submitting papers.

[Others]

This course will invite practitioners as guest lecturers from Japanese big and small-to-medium-sized enterprises. Guests will include CEOs of IT companies, team managers having international colleagues, and non-Japanese team-managers who are training international workforce.

[Prerequisites]

None

MAN200FB-A5548

Seminar

Azusa Ebisuya

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

[Outline and objectives]

This course will teach the students how the place where you grew up shapes the way you think, feel, and act. We will employ the eight-scale model of Erin Meyer for discussing how managers of culturally diverse teams can improve their effectiveness by analyzing the positioning of one culture relative to another and correctly decoding the meaning of some actions and gestures.

[Goal]

By the ending of this course, the students are expected to be able to explain the application of the eight-scale model for decoding how cultural differences impact international business. The students also are expected to be able to share their thoughts and opinions with classmates actively through the interactive learning experiences.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

[Method(s)]

The entire course will be delivered in an interactive manner, facilitating the students to get involved in the class actively. Students will be assigned to give presentation(s) as well as to write a term-paper at the ending of the course.

Due to the epidemic of COVID-19, classes might be provided through the online system (Zoom). The detailed information will be updated.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Introduction to the course	<ul style="list-style-type: none"> Objectives and goals of this course How you can participate in the course effectively Evaluating and grading
Week 2	Navigating cultural differences and the wisdom of Mrs. Chen	<ul style="list-style-type: none"> Invisible boundaries that divide our world Being open to individual differences is not enough Eight-scales that map the world's cultures
Week 3	Listening to the air: Communicating across cultures	<ul style="list-style-type: none"> The interplay of language and history What makes a good communication Strategies for working with people from different context cultures
Week 4	The many faces of polite: Evaluating performance and providing negative feedback	<ul style="list-style-type: none"> Upgraders, downgraders, and the art of translation What does it mean to be polite?
Week 5	Why versus how: The art of persuasion in a multicultural world	<ul style="list-style-type: none"> Two styles of reasoning: principles-first versus applications-first Country positions on the persuading scale Strategies for persuading across cultures
Week 6	How much respect do you want?: Leadership, hierarchy, and power	<ul style="list-style-type: none"> Historical and cultural factors that affect the leading scale Leading to manage in a hierarchical culture
Week 7	Big D or little d: Who decides, and how?	<ul style="list-style-type: none"> Consensual or top-down: Which do you prefer? The Japanese Ringi system: Hierarchical but ultra-consensual Avoiding culture clashes when making decisions

Week 8 The head or the heart: Two types of trust and how they grow

- Trust from the head, trust from the heart
- Task-based versus relationship-based cultures
- Strategies for building trust across cultural divides

Week 9 The needle, not the knife: Disagreeing productively

- Confrontation: Loss of face or spirited debate?
- Getting global teams to disagree agreeably

Week 10 How late is late?: Scheduling and cross-cultural perceptions of time

- Relationships: A key to understanding the scheduling scale
- The framing strategy for cross-cultural leaders

Week 11 Putting the culture map to work

- Putting it all together
- Bridging the fault lines
- We are all the same, we are all different

Week 12 Students' presentations and review (1)

- Individual presentation based on a personal research topic
- Review and discussion based on the topics brought by students

Week 13 Students' presentations and review (2)

- Individual presentation based on a personal research topic
- Review and discussion based on the topics brought by students

Week 14 Course review and course-ending discussion

- Summary of the course
- Class discussion

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

The students are expected to read the materials for each class beforehand and prepare for discussions during the class. Each student should prepare at least one presentation based on the given materials, and another presentation based on the personal topic. In addition, each student should submit a term-paper after the course closes. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Meyer, E. (2014) *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. PublicAffairs.

[References]

Supplementary reading materials and/or websites will be shared through the web-system.

[Grading criteria]

Participation in discussions: 28%

Chapter presentation(s): 32%

Assigned presentation: 20%

Term paper: 20%

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts, and submitting papers.

[Prerequisite]

None

MAN200FB-A5550

Seminar

Keiko OKAMOTO

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

[Outline and objectives]

This class provides the history of marketing to the Japanese people by looking at everyday life and business. Students will gain a better understanding of how the Japanese market has been growing for the last 70 years.

[Goal]

By exploring everyday life in Japan during Japan's high-economic growth period, students will learn Japanese way of doing business in the late 20th century.

Then students will learn how the business styles has been changing in the first two decades of the 21st century.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

[Method(s)]

Lectures.

Readings, discussions, Field trip, and Essays.

[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 1	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 2-1	Yamato Holdings. Topic Selection & Research
12	Essay 2-2	Group Discussion & Draft Writing
13	Essay 2-3	Presentation
14	Essay 2-4	Final Paper

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

Readings and homework.

Preparation & review of lectures, field trip.

Research for essay. Preparatory study and review time for this class are 2 hours each.

[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: (preparations and review) 25%

Field trip reports; 15 %

Delivering Goods: (preparations and review, research, & presentation) 45%

Essay: 15%

[Changes following student comments]

Class attendance and participation are important.

[Equipment student needs to prepare]

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

[Prerequisites]

None

MAN200FB-A5552

Seminar

Dennis TACHIKI

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

[Outline and objectives]

This seminar is a continuation of the Fall course focusing on international public projects (IPP)—that is, a project financed by a government and is typically owned, and may be operated by the government. The financing of IPP is through overseas development assistance (ODA). ODA refers to money developed countries provide to promote economic development and public welfare in developing countries. For example, after World War II, the World Bank provided ODA to Japan for building its national infrastructure systems (highways, telecommunications, harbors, dams, etc) and more famously the Shinkansen (bullet train). Now that Japan is a developed country, the main agency responsible for dispersing Japanese ODA is the Japan International Cooperation Agency (JICA). JICA IPP are mainly related to the United Nations' MDGs (Millennium Development Goals) in such areas as poverty alleviation, environmental issues and social issues, such as gender equality, and other goals.

In this connection, the main objective of this course is for students to develop and write their own IPP.

This seminar should become a valuable learning opportunity for students who wish to find employment after graduation in international organizations.

[Goal]

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

- Understand and explain the purpose and role of international public projects.
- Apply the problem solving tools required to implement the Project Cycle Method
- Write and use an Inception Report.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

[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]

あり / Yes

[Schedule]

No.	Theme	Contents
Week 1	Introduction to Course	<ul style="list-style-type: none"> · Syllabus · Project Management Case Studies · Project Instructions
Week 2	Project Team	<ul style="list-style-type: none"> · Mondai Ishiki · Project Theme
Week 3	Project Theme	<ul style="list-style-type: none"> · 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 · Root Cause Analysis
Week 6	Project "PLAN"	<ul style="list-style-type: none"> · Work Breakdown Structure · CPM/PERT Flow Chart · Critical Path Analysis
Week 7	PLAN (2)	<ul style="list-style-type: none"> · Evaluation and Monitoring · Staffing and Resources · Revise PDM
Week 8	PLAN (3)	<ul style="list-style-type: none"> · What is a GANTT Chart? · Plan of Operation (PO) · 5W1H of GANTT Chart

Week 9	Project "DO"	<ul style="list-style-type: none"> · Data Collection · Simulation and/or Field Work Progress Report · Kaizen Discussion
Week 10	DO (2)	<ul style="list-style-type: none"> · Simulation and/or On-Line Progress Report · Kaizen Discussion
Week 11	Project "CHECK"	<ul style="list-style-type: none"> · Preliminary Impact Report · Data Analysis · Kaizen Discussion
Week 12	Project "ACTION"	<ul style="list-style-type: none"> · Kaizen: Reflection Discussion
Week 13	Project Report	<ul style="list-style-type: none"> · Project Presentation
Week 14	Project Report	<ul style="list-style-type: none"> · Final Project Report

[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.

· Preparatory study and review time for this class are 3-5 hours for each session

[Textbooks]

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

[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 university library.

[Grading criteria]

Students will be graded based on the following criterions:

- 10% CLASS PARTICIPATION (I.E., WHETHER YOU HAVE LOG-IN TO OUR COURSE HOPPII WEBPAGE.)
- 30% ASSIGNMENTS
- 60% FINAL REPORT

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

[Changes following student comments]

If course is held on-line, more video conferencing with organizations/companies.

[Equipment student needs to prepare]

ON-LINE COURSE

STUDENTS ARE EXPECTED TO HAVE INTERNET ACCESS (E.G., WIFI, CABLE, ETC) TO A COMPUTER AND/OR SMART PHONE. IF YOU DO NOT, THEN SEND AN E-MAIL MESSAGE TO INFORM THE PROFESSOR. ALSO INFORM THE PROFESSOR IF YOU EXPERIENCE ANY DIFFICULTIES DURING OUR ZOOM SESSIONS.

CLASSROOM COURSE

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 ON-LINE at least once during the semester. Office hours will be announced at the first class.

If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

[Prerequisite]

Introduction to Operations Management or Operations Management I or Operations Management II or teacher's permission

LANe100LA

Academic Literacy B

Thomas G. Power

Subtitle：

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

Notes：

[Outline and objectives]

The aim of Academic Literacy B is to provide students with opportunities to review and to improve their academic reading and oral communication skills, think critically, and present their opinions effectively in discussions, written responses, and two research projects. This course is designed to help students further develop transferable academic skills necessary for success in a university setting.

[Goal]

The course textbook, University Success Reading, Transition Level, "helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields." There are five major subject areas (Sociology, Economics, Biology, Humanities, and Environmental Engineering). Each unit has three parts: Part 1 and Part 2 focus on the fundamental and critical thinking skills most relevant for students preparing for university degrees; Part 3 introduces students to extended practice with the skills. Academic Literacy B focuses on fluency and accuracy, reading and research skills, and visual presentation and discussion skills.

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

[Method(s)]

Active participation is essential. There will be a brief lecture about academic reading and oral communication skills introduced in the textbook and an analysis and discussion of reading passages each class. Students will improve their academic reading skills and oral communication skills through participation in pair and group activities, lectures, reading and writing assignments, class discussions, and two research projects. Homework will be given each week to prepare students for the following class. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Introduction Review Skills Unit 3 Biology	Explanation of the course, class expectations, and grading criteria. Understand and recognize patterns of cohesion: cause/effect, compare/contrast, problem/solution Use outlines and graphic organizers
Week 2	Review Skills Unit 3 Biology	Evaluate evidence and argumentation Recognize and deal with faulty rhetoric Understand extended metaphor Identify and use expressions of function and purpose
Week 3	Unit 4 Humanities Part 1	Fundamental Skills: Develop and increase reading fluency Tolerating ambiguity Recognize and use rhetorical techniques Understand nominalization
Week 4	Unit 4 Humanities Part 2	Critical Thinking Skills: Synthesis information from several sources Understand multiple perspectives Evaluate the credibility and motives of sources Understand and use direct and indirect quotations Appreciate hedging

Week 5	Unit 4 Humanities Part 3	Extended Reading and Lecture: Cultivation of the Educated Person Passage: The Cultivation of Higher Learning Thinking Critically and Visually Thinking about Language Research Project
Week 6	Preparation of Research Projects	Students conduct research and prepare a research project related to a variety of philosophies and theories in education today. Students are encouraged to present a biographical portrayal, model debate, or persuasive speech.
Week 7	Group A: Presentations about Research Projects	Students from Group A present research projects about notable educational philosophers and theorists of the last 150 years.
Week 8	Group B: Presentations about Research Projects	Students from Group B present research projects about notable educational philosophers and theorists of the last 150 years.
Week 9	Unit 5 Environmental Engineering Part 1	Fundamental skills: Interpret visuals Understand text references to visuals Interpret the information in visuals Refer to visual data within and beyond a reading Recognize and learn multiword vocabulary items
Week 10	Unit 5 Environmental Engineering Part 2	Critical Thinking Skills: Definitions and Classifications Understand definitions and classifications Recognize and understand definitions within a text Work with classifications Understand and produce references to other sources Understand and use clarifiers
Week 11	Unit 5 Environmental Engineering Part 3	Extended Reading: In Pursuit of Clean Air Passage: Sources of Indoor Air Pollutants Thinking Critically and Visually Thinking about Language: nominalization and hedging
Week 12	Preparation of Research Project	Students prepare a research project related to the ways in which gaseous pollutants and particulate matter can detrimentally affect individuals' health. Students are encouraged to present a short audio documentary, a slideshow, or a short lecture.
Week 13	Presentations of Research Project	Students present research projects which compare and contrast a gaseous pollutant with a type of particulate matter, explain the process by which one pollutant is emitted and affects human health, and consider its implications for the future.
Week 14	Presentations of Research Projects Final Assessment	Students present research projects. Final comments

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

Students are expected to come prepared to class each week by doing the readings and homework in advance. Research projects are to be completed outside of class, but the contents will be shared and discussed in class. The research projects will have both a written and visual component.

Late work will not be accepted unless there is a good reason (illness, emergency). University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[Textbooks]

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.
ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

Additional handouts and reading materials will be provided by instructor.

[References]

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

[Grading criteria]

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework and written assignments 30%

Two research projects 50%

More than three unexcused absences will result in a failing grade.

[Changes following student comments]

Not applicable.

[]

The aim of Academic Literacy B is to provide students with opportunities to review and to improve their academic reading and oral communication skills, think critically, and present their opinions effectively in discussions, written responses, and two research projects. This course is designed to help students further develop transferable academic skills necessary for success in a university setting.

LANe100LA

College Writing B

Thomas G. Power

Subtitle：

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

Notes：

[Outline and objectives]

College Writing B focuses on the formal structures and styles of academic writing and the research writing process. We will review the argumentative essay and study the organization of a cause-effect essay and a comparison and contrast essay. We will study specific vocabulary, original sources, and styles of writing particular to university research. Students will gain confidence and competence in expressing their opinions and thoughts in essay writing, class presentations, and the writing of a research paper.

[Goal]

This writing course covers the following areas:

1. Review a variety of essay organizations and formats
2. Study the research writing process
3. Plan, outline, and organize a research paper
4. Choose, evaluate, and use sources in APA citation style
5. Proofread, edit, and revise essays
6. Discuss topics in small groups related to reading materials
7. Analyze and synthesize information and ideas from sources
8. Develop a thesis statement, research summary, and a strong conclusion
9. Make a presentation in an academic style to the class
10. Write a research paper.

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

[Method(s)]

There will be a brief lecture or demonstration about academic writing principles and example essays for analysis and discussion each class. Students will share and edit each other's writings and will be asked to give and receive constructive feedback on assignments. There will be pair work and collaborative group activities as well as short reports and presentations.

[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	Self-introductions, information about syllabus
Week 2	What is a Research Paper?	Steps in Writing a Research Paper Using Information from Sources Using Direct Quotation and Paraphrasing Methods of Citing Sources Evaluating Sources Reference Lists
Week 3	Review Argumentative Essay	What is an Argumentative Essay? Arguing Pro and Con Outlining an Argumentative Essay: Writing a thesis statement Counterarguments and refutations
Week 4	Review Argumentative Essay	Building Better Vocabulary & Sentences Analyzing and evaluating sample outlines and argumentative essays Brainstorm and decide on a research topic
Week 5	Reading / Research Skills	Analyzing various texts Synthesizing and summarizing Citing Sources
Week 6	Reading / Research Skills	Developing research summaries Writing a strong thesis statement for a research paper
Week 7	Comparison and Contrast Essays	What is a Comparison or a Contrast Essay? Patterns of Organization Analyzing a comparison or a contrast essay Supporting Information

Week 8 Comparison and Contrast Essays

Grammar: Connectors for Comparison and Contrast Essays
Grammar: Subject Adjective Clauses

Building Better Vocabulary
Building Better Sentences
Brainstorming and Outlining

Week 9 Writing a Research Paper

Evaluating an outline of an essay or research paper

Locating specific information for the outline
Analyzing an example research paper

Week 10 Cause-Effect Essay

What is a Cause-Effect Essay?

Analyzing a cause-effect essay

Week 11 Cause-Effect Essay

Developing and outlining a cause-effect essay

Grammar: Connectors for Cause-Effect Essays
Building Better Vocabulary & Sentences

Week 12 First Draft of a Research Paper

Writing a first draft

Peer feedback

In-text citations and references
APA style

Week 13 Revision of the Research Paper

Revision of outline and final draft
Consultations with students about research paper

Week 14 Course Review

Submission of Research Paper
In class presentations

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

Students are expected to come prepared to class each week by doing the readings and homework in advance. Late work will not be accepted unless there is a good reason (illness, emergency).

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[Textbooks]

Folse, Keith S. and Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

Additional handouts and reading materials will be provided by instructor.

[References]

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

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

[Grading criteria]

30% In-class participation: discussions, group work, pair work and peer review.

30% Written assignments.

30% Final research paper.

10% Short presentation about final paper.

More than three unexcused absences will result in a failing grade.

[Changes following student comments]

Not Applicable.

[]

College Writing B focuses on the formal structures and styles of academic writing and the research writing process. We will review the argumentative essay and study the organization of a cause-effect essay and a comparison and contrast essay. We will study specific vocabulary, original sources, and styles of writing particular to university research. Students will gain confidence and competence in expressing their opinions and thoughts in essay writing, class presentations, and the writing of a research paper.

LIN200LA

Intercultural Communication D

Noriko ISHIHARA

Subtitle : Art-Based Education: Learning language and social activism

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

Notes :

[Outline and objectives]

Have you learned an additional 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. You will then experience various forms of art incorporated into language learning and teaching through the modeling by the instructor as well as through peer teaching. We are also going to discuss social activism expressed through artwork and research activism in the world.

[Goal]

In this course, you will: 1) understand and appreciate artistic forms of language education, 2) understand social activism behind artistic expression, 3) be able to analyze the relevance of the social issues to the present-day world of globalization, 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 values, identities and 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	Learning language from/with art	Learning language from poetry, Marshall Rosenberg
3	Poetry - 1, social activism	Developing identities through poetry, Mother Teresa
4	Poetry - 2, social activism	Participate in poetry writing, Mahatoma & Katurabai Gandhi
5	Film, social activism	Film for art and social justice, Nelson Mandela
6	Stories/Story-telling, social activism	Learning language through narratives, Mairead Corrigan McGuire & Betty Williams
7	Artistic creativity in peace linguistics, social activism	Language learning and peace, H. H. The Dalai Lama
8	Music - 1, social activism	Learning language through music, social activist (TBA)
9	Music - 2, social activism	Social activism through music, Peter Benenson
10	Children's literature,	Art and social justice in picture books, Sister Chan Khong
11	Folk tales	Peace education via kamishibai theater, Cesar Chavez
12	Novels	Learning language and social issues through literature, Meena Keshwar Kamal
13	Speeches	Learning language and social issues through a speech, social activist (TBA)
14	Wrap-up	Reflection and your artistic expression

[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, develop an art-based language lesson (peer teaching) and creative multi-media talk (mini-research presentation). Prepare an innovative presentation and rehearse to be effective. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[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 may be provided in class. Bring a notebook or loose sheets of paper.

[Grading criteria]

- Participation (20%)
- Micro-teaching using an art-based approach (25%)
- Mini-research presentation on an social activist (25%)
- Online reaction posts (15%)
- Final reflection paper (15%)

You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

[Changes following student comments]

Message to the course participants:

This is a relatively new course that opened in the spring of 2019. We had fascinating discussion and both students and I learned a great deal! This course is conducted in English. Students must be competent speakers of English (native or proficient with TOEFL® iBT 61+ or equivalent). If your scores are TOEFL® iBT 61 - 100, you can take this course but be ready to make a little more thorough preparation each week.

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 mind and learn from each other!

[Equipment student needs to prepare]

Become familiar with the course website to download readings and post your work. 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 assignments 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!

[]

Have you learned an additional 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. You will then experience various forms of art incorporated into language learning and teaching through the modeling by the instructor as well as through peer teaching. We are also going to discuss social activism expressed through artwork and research activism in the world.

PRI100LA

Information Technology

Yukou MATSUDA

Subtitle：

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

Notes：

【Outline and objectives】

You will learn the information and communication technology with Python programming.

【Goal】

You will learn the information and communication technology with Python programming. 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 course style depends on the social situation. You need register your student account for this class in Learning Support System Hoppi <https://hoppii.hosei.ac.jp/portal>. The detail of how to get the on line lecture is explained on the course page. Please read the detail in advance.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	How Information Transmitted	discussing about transmitting media and the way of transmitted.
2	How to Control Transmitting	Internet addressing and the role of transmitting protocol.
3	Communication Language	Human vs. Human, Human vs. Computer and Computer vs. Computer communications, especially discussing about the Internet protocol.
4	Encoding and Decoding	number system and character encoding/decoding.
5	Information Theory	bit, Byte and computing scale.
6	IP Address	the role of IP address in the Internet.
7	Computer Architecture	especially the role of CPU and the arithmetic adder based on logic gates.
8	Data Processing	descriptive statistics, sorting algorithm and search algorithm.
9	Data Processing	database
10	Search Engine	database oriented search engine.
11	Grammar	understanding the language structure (grammar).
12	Grammar(2)	understanding small programming.
13	Artificial Intelligence	how to transfer human knowledge into machine.
14	Artificial Intelligence(2)	how to understand natural language processing.

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

No special work will be assigned to you. However you need to finish all the homework assigned in the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

None.

【References】

All texts are uploaded in HOPPII.

【Grading criteria】

To pass the study quality and to get the grade, you need attend the whole classes and submit all the homeworks. The quality of the last homework will dominate 80% of the score and the 20% of the score depends on homeworks issued on every classes. You need get more than 60 points for the total 100 points to pass this class.

【Changes following student comments】

None.

【Equipment student needs to prepare】

none.

【Others】

My career introduction. I have been designing, implementing automatic programming and teaching human knowledge into computer, especially in natural language.

【】

You will learn the information and communication technology with Python programming.

CAR200LA

Career Development Skills

Masao YAMAZAKI

Subtitle：

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

Notes：

【Outline and objectives】

These lectures aim to strengthen students' basic understanding of career development and human resource management from both theoretical and practical perspectives.

【Goal】

The goal is to be able to consider and evaluate problems to career development. It is hoped that students will hone their ability to grasp the crux of these problems to deal with any situation.

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

【Method(s)】

These lectures will focus primarily on knowledge provision. Printed copies of the materials on which the lectures will be based will be distributed. Students will be given the chance to ask questions and interact with each other. Additionally, group discussions will be held at least five times. Depending on the situation, the lecture plan may be altered or adjusted.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
No.1	Orientation	The outline of the lecture and plan will be presented. I will provide an overview of the topic and details of the class.
No.2	Recruitment	Recruitment in Japan. I will discuss recruitment management and trends in recruitment. Students will learn how to make themselves more employable.
No.3	Grade system	Grade system in Japan. I will discuss the grade system and provide examples. Student will gain an insight into the in-company grade system.
No.4	Evaluation system	Evaluation system in Japan. I will discuss evaluation systems and provide examples. Students will learn how you are evaluated in a company.
No.5	Wage system	Wage system in Japan. I will discuss the wage system and the fundamental aspects of wages.
No.6	Working time management	Working time management in Japan. I will discuss working time management and productivity. Students will learn about the relationship between input and output at work.

No.7	Ability development	Ability development in Japan. I will discuss ability development and human resource development. Students will learn about the concept of ability.
No.8	Career design	Career design for your life. I will discuss career design and time. Students will learn about "career."
No.9	Labor relations	Labor relations in Japan. I will discuss labor relations and organizations. Students will learn about power balance.
No.10	Motivation	Motivation within organizations. I will discuss motivation. Students will learn about personal motivation within the organizations.
No.11	Leadership	Leadership within organizations. I will discuss leadership. Students will learn about organizational behavior.
No.12	Reliance	Reliance within organizations. I will discuss engagement, commitment, and loyalty. Students will learn about reliance.
No.13	International comparison	International comparisons of human resource management. I will discuss human resources management around the world. Students will learn the differences between countries.
No.14	Summarize	Summary of what has been covered during the course. Preparation for the term examination. Please review each theme together.

【Work to be done outside of class (preparation, etc.)】
University guidelines suggest preparation and review are around 4hours a week.

【Textbooks】

I will distribute the handouts for each lecture.

【References】

Sato, H., Fujimura, H., Yashiro, A. (2019) New Human Resource Management, 6th edition.Tokyo: Yuhikaku Publishing.
Imano, K., Sato, H. (2020) Introduction to Human Resource Management 3th edition.Tokyo: Nikkei Inc.
Yamasaki, M. (2020) Engineer's Intuition: Theory and Practice. Tokyo: Hosei University Press.

【Grading criteria】

Term examination(60 %), Short test(10 %), Class participation(30 %)

【Changes following student comments】

The content of the lectures is designed in the following ratio: 50% basic knowledge and 50% application.

発行日：2020/9/14

【

These lectures aim to strengthen students' basic understanding of career development and human resource management from both theoretical and practical perspectives.

ART200LA

Humanities A

URBANOVA Jana

Subtitle：Japanese Literature II.

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：TBA | 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 and essay at the end of the semester. 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 poetry	The concept of transience as portrayed in the <i>waka</i> anthology <i>A Hundred Poems by a Hundred Poets (Hyakunin Isshu, compiled by 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> ; Hints for appreciating and writing <i>haiku</i>
4.	Poetry of Okinawa	Two women poets of Okinawa: <i>Yoshiya Tsuru</i> and <i>Onna Nabe</i> and their <i>ryūka</i> poems
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	<i>Mishima Yukio (Confessions of a Mask; Kamen no Kokuhaku)</i>

- | | | |
|-----|--------------------------|---|
| 11. | Modern novelists, Part 3 | <i>Tanizaki Junichirō</i> and his works <i>The Key (Kagi)</i> and <i>In Praise of Shadows (Inei Raisan)</i> |
| 12. | Modern novelists, Part 4 | Nobel Prize winner <i>Kawabata Yasunari</i> and his masterpiece <i>Snow Country (Yukiguni)</i> |
| 13. | Contemporary literature | <i>Yoshimoto Banana</i> and <i>Haruki Murakami</i> and their representative works |
| 14. | Course wrap up | Submit short summary of presentation and essay; final written exam |

[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 and essay 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. Preparatory study and review time for this class are 2 hours each.

[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 (50%); final examination and essay (50%).

[Changes following student comments]

There are no student comments that would require major changes to the course.

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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.

ARSc200LA

Humanities B

Richard.J.Burrows

Subtitle：America in the 20th Century

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：TBA | 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 I 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 the 21st 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	Explanation	Course Introduction
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. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【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 dictionary or smart phone English dictionary is required at every class

【Grading criteria】

Classwork & Participation 30%

Homework 30%

Presentation 20%

Report 20%

【Changes following student comments】

Giving at least a minimum of 1 weeks notice for all homework assignments, 1/2 month's notice for the report & presentation, depending on the presentation schedule

【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.

【None】

None

【None】

None

【None】

None

【None】

None

【None】

None

【】

This course, rather than simply leading students through key dates & events during the 20th century, seeks to analyze important developments & trends in US, such as war, technological innovation & foreign policy, which caused repercussions both domestically & internationally during the 20th century & beyond.

POL100LA

Elementary Social Science A

SCHIFANO ADRIEN

Subtitle : Introduction to International Law

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : TBA | 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 alternating lectures and more practical assignments.

【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 / self-determination / succession
3.	Subjects (2)	The State (2): more on territory / acquisition / the sea / the sky / outer space / servitudes
4.	Subjects (3)	The State (3): more on population / individuals / groups of individuals / Other subjects / Peoples / Belligerents / Insurgents / subjects ad hoc / International Organizations
5.	Subjects (4)	Short test (quiz). Review of the first part of the class. Study of material and documents: the maritime territory of Japan
6.	Norms (1)	General Observations / Formal sources / Art. 38 ICJ statute / Customary law / two elements doctrine / practice / opinio juris / persistent objector / Taxonomy / Principles of International Law
7.	Norms (2)	Treaties / Definition / Taxonomy / Sources of the law of treaties / Conclusion / Entry into force / Good faith / Reservations / Vices of consent / Termination / Contents / Interpretation / Relation to custom
8.	Norms (3)	Other sources / case law / scholarship / municipal law / acts of international organizations / equity / Implementation of international norms / Relations between international and municipal law / dualism / monism / Reciprocity / Counter-measures /
9.	Norms (4)	Short test (quiz). Review of the second part of the class. Study of material and documents: notable case-law

10.	Relations between States (1)	Basic Principles of Contemporary International Law / States jurisdiction / territorial / personal / States immunity from jurisdiction / Sovereign immunities / Diplomatic immunities
11.	Relations between States (2)	Responsibility / Basic mechanism / International responsibility of states / Components / international wrongful act / causal link / damage / Reparation / Exemptions / Other consequences
12.	Relations between States (3)	Law of War / Prohibition of war / Self-defense / Conditions / Pre-emptive self-defense / Collective self-defense / Humanitarian law / the Hague Conventions / the Geneva Conventions and their protocols / War crimes / Crimes against humanity / International criminal court and tribunals
13.	Relations between States (4)	Peaceful settlement of disputes / Taxonomy / Negotiation / Good offices, mediation, conciliation / Arbitration / Permanent Court of Arbitration / Judicial Settlement / International Courts / UN Charter / UN dispute settlement system / Security Council / General Assembly / International Court of Justice / ICJ jurisdiction and States
14.	Final test	Written examination & Summary

【Work to be done outside of class (preparation, etc.)】
As a preparation for each class, students will be assigned some readings from the textbook. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Acquisition of the following textbook is necessary:
LOWE, Vaughan, "International Law: A Very Short Introduction" (2015; Oxford University Press) 144 pages, ISBN 13: 978-0199239337

【References】

www.un.org
Jan KLABBERS, International Law, 2nd ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316506608
Malcolm SHAW, International Law, 8th ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316638538

【Grading criteria】

Participation in class and short tests: 50%
Final examination (to be held during the test period): 50%

【Changes following student comments】

Outline revised. Course contents and slides updated.

【Equipment student needs to prepare】

Some paper and a pen.

【】

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.

SCHIFANO ADRIEN

Subtitle：International Organizations

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

Notes：

[Outline and objectives]

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. Preparatory study and review time for this class are 2 hours each.

[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]

Contents and slides updated.

[Equipment student needs to prepare]

A pen and some paper.

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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.

MAT100LA

Elementary Mathematics B

Takeyoshi KOGISO

Subtitle :

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : TBA | 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. 本授業の準備学習・復習時間は、各2時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[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

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In this class, you will learn the basics of calculus by doing exercises.

BSC200LA

Natural Science B

Naomi NISHIMURA

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：TBA | 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.

[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	Ozone holes	Stratospheric air chemistry.
7	Air pollution	Tropospheric air chemistry and effect of air pollution on our health.
8	Greenhouse effect	Climates change
9	Greenhouse effect-DVD	Climates change
10	Mini test-2	Review learning
11	Solid, toxic, and hazardous wastes	What do we do with the wastes?
12	Water pollution and water shortage	The basic chemistry of natural water.
13	Energy and fuels	Current energy system and alternative energy sources.
14	Final test	Overall review

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

Write short essays. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[Textbooks]

None. Reading materials will be distributed as needed.

[References]

None.

[Grading criteria]

Reaction Paper (30%), Mini tests (30%), Final test (40%)

[Changes following student comments]

none

[Equipment student needs to prepare]

none

[none]

none

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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.

HSS200LA

Health and Physical Education

Shigeharu AKIMOTO

Subtitle：

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

Notes：

【Outline and objectives】

Understanding various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

【Goal】

1. Learning about various ways of exercising.
2. Understanding the basics of a healthy lifestyle.
3. Learning about basic self control and its importance.
4. Exercising simple decision making, leadership, communication in a dependent and co-dependent environment.
5. Creating a demand for future self-education and self-development.

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

【Method(s)】

Each class will be comprised of either a lecture, film screening, group discussion, practical activities or a combination of these. Students will also submit a reaction paper as and if necessary.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Guidance (Lecture)	Introduction of the course.
2	The Importance of Exercise in Daily Life (Lecture)	Review your sport history and discuss with others various ways to promote health and sport for life-long participation.
3	Stretching (Lecture & Practical Lesson)	Learning about warm up and static/dynamic stretches and their importance.
4	Walking (Lecture & Practical Lesson)	Learning about the basic principles of walking and its importance.
5	Jogging (Lecture & Practical Lesson)	Learning about the basic principles of jogging and its importance.
6	Nutrition and Diet (Lecture)	Learning about basic nutrition and diet for health.
7	Fitness (Lecture & Practical Lesson)	Learning about proper gym equipment use and resistance training.
8	Futsal (Lecture & Practical Lesson)	Learning the outline of futsal.
9	Table Tennis (Lecture & Practical Lesson)	Learning the outline of table tennis.
10	Flying Disc/ Hockey (Lecture & Practical Lesson)	Learning the outline of flying disc/ hockey.
11	Adapted Sport/ Disability Sport (Lecture)	Learning about the basic principle of adapted sport (disability sport) and its application.
12	Sound Table Tennis (Lecture & Practical Lesson)	Learning about game based table tennis as well as its adaptation for people with visual impairments.
13	Boccia (Lecture & Practical Lesson)	Learning the outline of Boccia and sport for people with mobility impairments.
14	Summarizing the Course (Lecture)	Overview of the course and summarizing what students have learned through group discussions.

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

Each student is required to prepare themselves to have a good physical and mental condition in order to participate safely in the lessons. Students are expected to spend 2 hours preparing for each lecture (in accordance with instructions given by the teacher) and 2 hours reviewing material and content covered in each lesson.

【Textbooks】

No textbook will be used.

【References】

Reference books may be introduced as and if necessary.

【Grading criteria】

Attitude and Active Participation in Discussions and Practical Lessons: 60%

Understanding of the Contents, Reports & Reaction Paper: 40%

*The grading criteria above is the basic grading principle, however, other criteria can be applied for those with difficulties of participation especially for practical lessons due to various reasons.

【Changes following student comments】

- 1) The target of each lesson will be introduced at the beginning of each lecture in order for students to understand the importance of each lesson.
- 2) The contents of each lesson may be modified and adapted to more familiar ones for students to encourage their better understanding.
- 3) The contents of the following lesson will be introduced at the end of each lesson in order for students to prepare and be ready.

【Others】

- Each student is required to bring their own proper sports wear and indoor shoes for practical lessons.
- The order and content of each class can be changed/modified due to the number of participants and available facilities.
- If students do not feel well or have (possible) injuries before or after the class, students must inform their condition to the teacher for safety.

【】

Understanding various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

