



Year at Otago University of Commerce

YOUC PROGRAM

SYLLABUS

September 2019— August 2020

YOUC Program

YOUC Program Overview

September 2019 – August 2020

The YOUC Program is designed for international students who wish to study in Japan using English. This program offers an opportunity to study economics, marketing and a range of business topics with a special emphasis on Japan and Asia-Pacific and Japanese language as well as other liberal arts subjects. Most classes in the YOUC Program are small, with no more than 30 students at most, providing opportunities for classroom interaction.

Eligibility

Students with the following qualifications are eligible to apply for the YOUC program.

- A student who is currently enrolled in a university or an equivalent educational institution
- A student who intends to return to the home country after finishing the YOUC program and complete the course at the home institution

NOTE:

An applicant loses his/her eligibility to enroll in or attend the YOUC program when he or she loses a student status at the home institution.



Academic period

In principle, the YOUC Program is a one-year program from September to August. Except for subjects held in breaks, ordinary courses are held in the Fall, Winter, Spring or Summer quarter.

Official academic semester/Quarter:

(Fall Semester)

Fall Quarter: September – December

Winter Quarter: December – March

(Spring Semester)

Spring Quarter: April-June

Summer Quarter: June - August

*Intensive Beginning Japanese course starts in the early – middle of September

Fields of study

The YOUC Program is designed for economics and business students in their junior year when the program commences. The program primarily focuses on economics and business related subjects.

Registration requirements

In order to complete the YOUC program, students must register and earn 30 credits in total including 10 credits from core subjects in a year. A certificate of completion will be issued to students who fulfill the above requirement. Japanese language classes can be counted as core subjects up to four credits.

Students must register classes with at least 10 hours classroom commitment per week regarding residential status.

Prerequisites

Sufficient proficiency in English, elementary knowledge of economics, business, first year calculus, and university level writing skills are required to enroll in the YOUC Program. Some YOUC classes require the use of the internet and the World Wide Web. Students in the YOUC Program are expected to have well-developed computer skills and be able to use computers to write papers, search for research material, prepare presentations, etc.

Language Requirements

All lectures are conducted in English and require English language proficiency (TOEFL score PBT 550 or iBT 80 is recommended) and no prior knowledge of Japanese is required. Even though the YOUC Program is not a program for language training, it provides a good opportunity to acquire Japanese proficiency. The students who already have good Japanese skills can attend regular classes offered in Japanese.

Credit transfer

Credits at the YOUC Program can be transferred via the UCTS (University Credit Transfer Scheme) as agreed by UMAP (University Mobility in Asia and the Pacific). The UCTS points of credits obtained at Otaru University of Commerce are as follows:

Courses except language courses Otaru University of Commerce	UCTS	Language Courses Otaru University of Commerce	UCTS
1 credit	1 UCTS points	2 credits	4 UCTS points
2 credits	2 UCTS points	3 credits	6 UCTS points
3 credits	3 UCTS points	4 credits	8 UCTS points
4 credits	4 UCTS points		

Arrival and Mandatory Orientation

New YOUC students must arrive in Otaru no later than **September 24 Monday, 2019**. The mandatory orientation for students will be held on **September 27 Friday, 2019**. Placement tests for Japanese courses and other necessary procedures will be conducted during the above period.
* Head-start Intensive Beginning Japanese course starts in the early - middle of September. For details of this course, please refer to the course description. The schedule will be available after your admission.



Tuition

The following table lists educational institutions that have exchange agreement with Otaru University of Commerce. Students in good academic standing nominated from these institutions can apply for the YOUC program with tuition fee waiver.

Region	Universities and Colleges
Asia	Chungnam National University (Korea)
	Dongbei University of Finance and Economics (China)
	Lanzhou University (China)
	Vietnam National University Ho Chi Minh City International University (Vietnam)
	University of Malaya (Malaysia)
	Hong Kong Baptist University (Hong Kong)
Europe	Far Eastern Federal University (Russia)
	Vienna University of Economics and Business (Austria)
	University of Bayreuth (Germany)
	Berlin School of Economics and Law (Germany)
	Aix-Marseille University (France)
	University of Sheffield (United Kingdom)
	University of Burgos (Spain)

	Bifröst University (Iceland)
	Oulu University of Applied Science (Finland)
North America	Oglethorpe University (United States)
	University of South Dakota (United States)
	Western Michigan University (United States)
	Lesley University (United States)
Oceania	University of Otago (New Zealand)
	University of Wollongong (Australia)

Scholarship

The Japan Students Services Organization (JASSO) offers scholarships for the international students, in order to promote mutual understanding and friendship between countries. JASSO provides the following financial aid to qualified students:

Stipend: 80,000 yen per month (number of payment varies according to the budget and length of stay).

Availability of the JASSO scholarship will be directly announced to your study abroad officer (s) after your official admission. Please consult with your home office.

IMPORTANT NOTE:

JASSO scholarship may not be granted to all the students who apply for YOUC. Please consult with the coordinator at your institution about the allocation.

The above condition is as of February 2019 and is subject to change.

Application procedure

To apply for the YOUC Program, students must fill out the YOUC Program application form. An applicant must also send certified copies (either in English or Japanese) of the transcript issued by his/her home institution. For other materials, please refer to the check-list on the application form. All application material should be sent to the International Office of Otaru University of Commerce through the study abroad office of the applicant's home institution. All application materials have to be received by the International Office of Otaru University of Commerce no later than **April 10, 2019 for 2019 September intake / October 10, 2019 for 2020 March intake**. For further information, please contact the study abroad office at your home institution or the International Office of Otaru University of Commerce directly.

Center for Glocal Strategy, Glocal Education Division,

Otaru University of Commerce (International Office)

Address: 3-5-21, Midori, Otaru, Hokkaido 047-8501, Japan

Tel: +81-134-27-5262/5263 Fax: +81-134-27-5264

E-mail: inljimu@office.otaru-uc.ac.jp

Subject List

Offered courses are subject to change. Will update the list when applicable.

Japanese language subjects are counted as optional subject credits toward completion.

Up to four credits of Japanese language courses can be counted in as core subject credits.

A semester is 15 weeks and a quarter is of 7.5 weeks period.

Fall Semester “Fall Quarter” and “Winter Quarter”

Fall Quarter (September - December)

Core subjects	Credits	Hours	Page
Business Economics I	2	2	9
Introduction to Empirical Studies	2	2	9
Asia-Pacific Economic Cooperation	2	-	10
Introduction to Japanese Management	2	2	14

Winter Quarter (December - March)

Core subjects	Credits	Hours*	Page
Glocal Field Work II	2		19
Optional subjects	Credits	Hours*	Page
Exercise and Sports IIc (Skiing: Intensive course)	1	1	20

Fall Semester (September - March)

Core subjects	Credits	Hours*	Page
Introduction to Glocal Management	2	1	15
Glocal Seminar I	2	1	6
Glocal Seminar III	2	1	6
Glocal Seminar IV (Only for the students who have completed “Glocal Seminar III”)	2	1	6
Research Paper (Co-registered with Glocal Seminar IV)	2	1	6
Glocal Internship I	1 or 2	-	6
Glocal Internship II	1 or 2	-	6

Optional subjects	Credits	Hours*	Page
Business English II	2	1	16
Comparative Studies of Culture	2	1	16
Introduction to English Linguistics I	2	1	18
Special Lecture on English Linguistics II	2	1	19

Japanese language subjects	Credits	Hours*	Page
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Elementary Japanese	4	4	36
Intermediate Japanese I	3	3	36
Advanced Japanese II	2	2	36
Practicum in Language Teaching	1	1	36

Spring Semester “Spring Quarter” and “Summer Quarter”

Spring Quarter (April - June)

Core subjects	Credits	Hours*	Page
Business Economics II	2	2	23
The Japanese Economy	2	2	23
Marketing Strategy in Asia and Pacific	2	2	24
Japanese Companies in Global Business	2	2	25

Summer Quarter (June - August)

Core subjects	Credits	Hours*	Page
Glocal Field Work I	2		26
Glocal Internship I	1 or 2	-	6
Glocal Internship II	1 or 2	-	6

Spring Semester (April - August)

Core subjects	Credits	Hours*	Page
Glocal Seminar II	2	1	6
Glocal Seminar III	2	1	6
Glocal Seminar IV (Only for the students who have completed “Glocal Seminar III”)	2	1	6
Research Paper (Co-registered with Glocal Seminar IV)	2	1	6

Optional subjects	Credits	Hours*	Page
Business English I	2	1	27

Japanese language subjects	Credits	Hours*	Page
Intermediate Japanese	3	3	37-
Advanced Japanese I	2	2	37-
Comparative Studies of Japanese Culture	2	2	37-
Practicum in Language Teaching	1	1	37-

Glocal Seminar I / II/ III / IV / Research Paper

Course	Description
Glocal Seminar I	The course is designed to provide students with intensive instruction on learning styles and strategies that result in academic success in English. This course is offered to YOUC Students and Japanese freshmen who would like to study abroad in the future and develop their English Language skills through the course. YOUC Students or Japanese students at the sophomore level or above are expected to facilitate the class activities such as discussions.
Glocal Seminar II	
Glocal Seminar III	Glocal Seminar III & IV is a seminar style course for YOUC students. You can choose one seminar for one semester from the below list and learn a specific field. Students are expected to register for “Glocal Seminar III” in their first semester and “Glocal Seminar IV” in their second semester. Research Paper is an optional course for students who would like to learn basic knowledge for writing an effective research paper on the topic covered in the Glocal Seminar IV. Thus, Research Paper students must be registered with Glocal Seminar IV. If you are enrolled for only one semester, you can register Glocal Seminar III only.
Glocal Seminar IV	
Research Paper	

Glocal Seminar III & IV

Core subjects	Credits	Hours*	Page
Seminar in Japanese Etiquette --Understanding Japanese Behavioral Patterns, Language and Culture in the Business Context	2	1	29
Seminar for Quantitative Research Methods	2	1	31
Seminar in International Economic Law	2	1	32
Tourism marketing & field research project	2	1	33
Seminar in Sociology	2	1	33
Seminar on Language Teaching	2	1	34
Seminar in Financial Economics	2	1	35

For more information, please refer to the syllabus.

Glocal Internship I / II

To deepen student understanding of the working condition in local areas (Otaru, Shiribeshi, Hokkaido) and various problems of regional society in Japan, we offer some internship opportunities for exchange students. The choices of internship vary each year. Please refer to the below list of past internships.

If you are interested in the Glocal Internship, please attend the orientation session. The date will be announced to you later. (Registration is not required for this course.)

- English Camp at Yubari
- Assistance Teaching English to Children at an After School Day Care Center in Otaru
- Snow Shoveling Service for Senior Citizens in Otaru

Syllabus

Fall Semester Subjects

Business Economics I

Instructor: Shunsuke Ikeda

Credits: 2 (F Quarter)

Core Subject

1. Course objective and method

This is the first half of Business Economics module. The main objective is to provide opportunities for undergraduate students to learn microeconomics, with special emphases on business and managerial aspects. I will follow slides on screen, but I will try my best to encourage your active participation in the class discussion by asking you many questions.

2. Course goals

The main goals of this course are to give you opportunities to ...

- (i) be more familiar with microeconomic principles (assumptions, optimality, efficiency), and
- (ii) apply these principles to business and managerial issues.

3. Course Contents

1. Why Strategy from Economic Viewpoints (orientation)
2. Demand by Buyers
3. Elasticity as a Unit-Free Measure of Sensitivity (briefly)
4. Cost Structures and Boundaries of Firms
5. Perfect Competition vs. Monopoly (I): The Pricing Rules and Firm's Supply
6. Perfect Competition vs. Monopoly (II): Market Equilibrium and Economic Efficiency

4. Teaching materials

Conceptually I will follow three chapters (Economics Primer, Ch. 2 and Ch. 3) of Besanko, Dranove, Shanley & Schaefer (2013). Economics of Strategy. (Int. Student ver.)

However, this textbook is a bit advanced (for MBA, indeed) and its review of microeconomic concepts seems too brief. To explain such concepts in order, my slides are largely based on Ivan Png (2015). Managerial Economics. (5th ed.)

I may consult the following textbook selectively:

Goolsbee, Levitt & Syverson (2016). Microeconomics (2nd ed.)

5. Grading

Your performance in this class will be evaluated by the following three factors:

Attendance (10%), Homework (20%), Midterm take-home exam (30%), Final in-class exam (40%).

6. Remarks

Office hours: Monday 3-4:30.

I appreciate your active interactions and concentrations in class, and hope you to acquire a long-lasting skill. Therefore, I want you to turn your mobile phone off in the class, as justified by Glass, A.L., and Kang, M. (2018). Dividing attention in the classroom reduces exam performance. Educational Psychology. <https://doi.org/10.1080/01443410.2018.1489046>

Introduction to Empirical Studies

Instructor: Tomoya Matsumoto

Credits: 2 (F Quarter)

Core Subject

1. Course objective and method

Empirical research is research to examine real world phenomena based on observational or experimental data, which is a complement to theoretical research. It intensively uses statistical methods to summarize empirical data to provide statistical evidence based on hypothesis testing corresponding to research questions.

The objective of this course is to learn basics of 1) how to find research questions in the field of social science through reading of existing studies (literature review); 2) to learn how to collect observational and experimental data (survey and experiment design); 3) how to analyze the data (statistical hypothesis testing).

2. Course Goals

You may be interested in relationships between college education and earnings; minimum wage law and unemployment rate; incentive wage policy and workers' productivity; smoking and cancer; electrification and fertility rate; breastfeeding and IQ/earnings; incidence of conflicts and economic growth; circumcision and HIV infection. All the topics listed above are those discussed in academic journal articles using the approach of empirical research.

The goal of this course is to acquire knowledge to understand such empirical studies. In particular, by the end of the course, students are expected to have capability to distinguish good empirical studies which identify causality from bad empirical studies which consider spurious correlation as causality.

3. Class Contents

This course covers the following contents:

1. Reading existing empirical studies
2. Designing surveys
3. Designing field experiments
4. Learning methods of statistical hypothesis testing

4. Teaching materials

Materials are given by the instructor.

5. Grading

Mini-examinations to be conducted randomly in some classes (40%)

Final examination (60%)

6. Remarks

Having basic knowledge of statistics or econometrics is not required but preferred for your better understanding of this course.

Mini-examinations will use the MANABA system and hence students are required to have a smartphone or other alternative devices with wireless connection to the system. If not having any relevant tool, please consult the student office (Kyomu-ka).

Asia-Pacific Economic Cooperation

Instructor: Hideki Funatsu

Credits: 2 (F Quarter)

Core Subject

1. Course objective and Method

The main purpose of this course is to introduce students from different areas to various aspects of regional economies in Asia and the Pacific and policy issues in economic cooperation. Students are expected to explain and discuss the issues faced by companies engaging into international business and policy makers tackling the complicated problems of trade liberalization and international cooperation. In the process of learning, students are expected to acquire the basic knowledge in the fields of international economics and international business.

The teaching method in this course is basically a traditional lecture style. However, in the beginning of the semester, students are assigned to study a bilateral trade flow pattern between one of APEC member economy and one of non-APEC member economy in order to check a possible trade diversion effect from regional economic integration. In the middle of the semester, students must report the results of their study by using the power point presentation. The instructor will help students to be familiar with the analytical tool in Excel for preparation of presentation. Each international student must work with classmates. If there are sufficient Japanese students enrolled, every

international student must work with a Japanese student. In this way, students are expected to learn how to cooperate with students from different background. It is a bicycle method of cooperative learning.

2. Course contents

Week 1 Introduction to Asia-Pacific Economic Cooperation

What is APEC?

APEC is the premier forum for facilitating economic growth, cooperation, trade and investment in the Asia-Pacific region.

Unique Features of APEC

APEC is the only governmental grouping in the world operating on the basis of non-binding commitments, open dialogue and equal respect for the views of all participants. Decisions made within APEC are reached by consensus and commitments are undertaken on a voluntary basis.

Economic Size of APEC

Population: a third of the world's population (2.6 billion people)

Combined GDP: approximately 60% of world GDP (US\$19,254)

Trade: about 47% of world trade

Member Economies

Australia; Brunei Darussalam; Canada; Chile; People's Republic of China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; Mexico; New Zealand; Papua New Guinea; Peru; The Republic of the Philippines; The Russian Federation; Singapore; Chinese Taipei; Thailand; United States of America; Viet Nam

Bogor Goals

Free and open trade and investment in the Asia-Pacific by 2010 for industrialized economies and 2020 for developing economies.

Brief history of APEC

Reference: APEC Homepage www.apec.org

Week 2 US-Japan Trade Relation

Historical Background of the Japanese Economy

- Main trade partners have been China, Korea and Southeast Asia.
- The Tokugawa Era: 1603~1868 marks the isolationist policy (Sakoku). Foreign trade was allowed only at Deshima, Nagasaki through Dutch East India Companies.

(2) Wealth of Nations by Adam Smith (1776)

- Industrial revolution in Europe
- Of the Advantages which Europe has derived from the Discovery of America, and from that of a Passage to the East Indies by the Cape of Good Hope
- Independence of the United States
- Frontier to the West

Foreign Pressure (Gaiatsu)

In 1853 the U.S. dispatched Commodore Matthew Perry to force Japan to open a port for free trading. The U.S. wanted ports to supply food and fuel for commercial ships sailing to and from China and for whaling fleets sent around Japan.

From 1854 to 1858, a series of treaties were signed between the Shogun and other countries, including the British Empire, Russia, France, and the Netherlands.

From the Meiji Restoration to World War II

- Escape from Asia and enter into Europe (脱亜入欧)
- Strong Military and Wealth Nation (富国強兵)

From the Post War Economic Recovery to Trade Conflicts

- Free Trade System under GATT
- Generous Foreign Policy by US during the Cold War period
- Emerging trade conflicts between US and Japan in 1980s.

Post Cold War Era

- Emergence of Regionalism; EU and NAFTA

- Increasing Trade with China

References

Adam Smith (1776) *An Inquiry into the Nature and Causes of the Wealth of Nations*, Cannon Edition, The University of Chicago Press.

Takatoshi Ito (1992) *The Japanese Economy*, The MIT Press.

Week 3 Free Trade and the World Economic Welfare

The Concept of Comparative Advantage

Why is international trade good for a developing country?

	Rice	Car
Japan	1	1
China	2	10

A Simple Ricardian Model

Suppose that Japan has 50m. units of labor and China has 500m. units of labor. Draw the production possibility frontiers for two countries.

Gains from Trade

Suppose that the economic welfare is measured by the utility level of a representative consumer.

Prove that there are gains from trade for a developing country.

Free Trade and the World Economic Welfare

Why is Free Trade good for the World Economic Welfare?

References

Paul R. Krugman and Maurice Obstfeld (2003) *International Economics: Theory and Policy*, Sixth Edition, Addison-Wesley, Boston. See Ch.2,3,4,5.

Week 4 Regionalism and Global Economic Integration

Biased Integration in Theory

- Trade Diversion Effect and Trade Creation Effect
- Partial Equilibrium Analysis of Trade Integration
- Factor Market Integration
- Investment Creation Effect & Investment Diversion Effect

Biased Integration in Practice

- Free Trade Area

The member countries eliminate tariffs among themselves, and each member maintains its own tariff schedule on goods from outside countries.

- Customs Union

The member countries eliminate tariffs among themselves and establish a common tariff schedule on goods from outside countries.

- Common Market

A customs union with the additional removal of all barriers to factor movements between members.

- Economic Union

The members integrate all economic policies.

W. Ethier *Modern International Economics* Third Edition, Ch.20, 1995.

Week 5 Free Trade Area under WTO

- Free Trade Area
- Trade Diversion Effect and Trade Creation Effect
- Unilateralism, Regionalism, and Multilateralism

- Political Economy Aspects of Free Trade Area

Week 6 Open Regionalism Concept of APEC

- Minimizing Trade Diversion Effect

How to control the trade diversion effect?

- Trade Liberalization Effects for Non-member Economies

Trade relationship with non-member economies

- Transparencies of the Process

Open Discussion

- Consistency with the WTO Process

Driving force for world trade liberalization

- Movement toward a Formal Integration

FTA among member economies

Week7 East Asia Free Trade Area

- ASEAN
- ASEAN+3(China, Korea, Japan)
- Australia & New Zealand
- Relation with NAFTA & EU
- TPP
- RCEP

Reference: ASEAN Homepage <http://www.aseansec.org/>

Week 8 Presentation

Bilateral trade flow pattern between APEC member economy and non-member economy

Is there any evidence for trade diversion effect?

Week 9 The Effect of Russia's Entry into APEC

- Russia as a land bridge between Europe and East Asia
- Russia's role in APEC

Week 10 The Current Economic Conditions of Asia and the Pacific

- World Bank report on the current Economic Outlook of Asia and the Pacific

Week 11 Human Resource Development and Economic Cooperation

- International Human Capital
- International Education as an Economic Aid

Week 12 Country Risk and Export Credit Insurance

- What is Export Credit Insurance?
- Risk management in Global Business

Week 13 Free Trade Zone and Regional Development

- What is Free Trade Zone?
- Historical examples of FTZ
- FTZ as a policy tool for regional economic development

Week 14 International Student Mobility and Regional Economic Integration

- Student Mobility Pattern in Asia and the Pacific
- The role of UMAP

Week 15 Concluding Remarks on the future of Asia and the Pacific

3. Teaching materials

Web resources from APEC homepage + references mentioned above

4. Grading

Power Point Presentation on a bilateral trade flow pattern	50%
Final examination	50%

Introduction to Japanese Management

Instructor: Wang Liyong

Credits: 2 (F Quarter)

Core Subject

1. Course objective and method

The aim of this course is to introduce students to Japanese management. Students are expected to have learned the basics of business organizations prior to enrolling in this class.

To build students' interest in the Japanese business environment and management as well as improve their participation in class, this course employs active learning methods. Necessary material will be uploaded to manaba system or will be given to students prior to class. Students MUST review the lecture material (mostly cases) before attending. The classes will be mainly operated in the style of group discussions and presentations by students. Field inspection will also be included and accordingly the course schedule has to be rearranged.

2. Course Goals

There are certain immutable aspects to business in any country and Japan is no different in this regard. Companies create value by providing their customers with products and services, and over time, companies need to be profitable.

Japanese business is nevertheless unique in other ways. There are important differences that distinguish Japanese companies from companies in other countries. Some of these distinctions developed as the result of historical processes, or culture, or geography, or demographics. We explore strengths and weaknesses that set Japanese businesses and Japanese management apart from business in other nations. During this course, we will contrast Japanese and Western business institutions and management practices regarding differences in work cultures, operations, and management methods.

3. Course contents

Week 1 Course outline

Week 2 Cross-cultural Encounters

Week 3 Entering the Japanese Market – Seven Eleven Japan and the New Keiretsu

Week 4 Dealing with Crisis – Schindler Elevators and the Challenges of the Japanese Market

Week 5 Future Technologies – Japanese Car Wars and the Future Race for Technology

Week 6 Group independent research on the TOYOTA way of management and presentation

Week 7 Field inspection - Toyota Hokkaido; Sapporo Beer

4. Preparation and review lesson

Preparation: It is a MUST for students to prepare and read material prior to each attendance of the class. Students without preparation can not involve in group discussion smoothly and effectively.

5. Teaching materials

Teaching materials will be prepared and uploaded to manaba system before each class. For reference, the following book is recommended.

Parissa Haghirian and Philippe Gagnon (2011) Case Studies in Japanese Management, World Scientific.

6. Grading

Grading will be based on class participation, group discussion and presentation, group independent research and a final report concerning a topic related to Japanese management.

class participation 20%,
group discussion and presentation 30%,
group independent research 20%,
final report 30%

Introduction to Glocal Management

Instructor: Kimihiko Kondo

Credits: 2 (F Semester)

Core Subject

Lead Instructor: Kimihiko Kondo (and other instructors)

Credits: 2 (1 hour per week)

1. Course objective and method

The objective of this course is to assist students in developing abilities they will need to analyze business case studies that concern management and marketing strategy issues from a glocal point of view. Glocal is a portmanteau of global and local. It refers to the idea of adapting an international way of thinking to a variety of local environments particularly in a business context. The course uses interactive and practical case methods in order to teach students to think analytically, creatively, and cooperatively. Class members are divided up into small groups who discuss issues that pertain to each case. Each group frames its analysis and strategy and makes a presentation to the group at large. Instructors guide students through these case analyses, ask questions, and present issues relevant to the case. Different instructors may approach cases differently.

2. Course Goals

The main objectives of this course are to improve the student's ability in the following ways:

Analyze a variety of business problems logically.

Communicate cooperatively with other group members

Develop appropriate solutions (strategies) to solve the problems.

Organize and present ideas effectively

3. Course contents

An introduction to the course is given in the 1st week. In weeks that follow instructors will provide students with case materials in advance of group discussions. It is absolutely necessary that students carefully read materials prior to performing group work. Any student who registers for this class agrees to have the discipline to read the material in advance – This is an absolute requirement.

Different instructors will focus on different types of business disciplines and perspectives such as marketing, strategy, organizational issues, and other topics.

4. Teaching materials

Printed materials for each case will be provided at least one week in advance of group discussions. Students may also be asked to perform supplemental research on the Internet. Instructors will provide guidance.

5. Grading

Details regarding on grading will be provided in the 1st week.

Business English II

Instructor: Shawn Clankie

Credits: 2 (F Semester)

Optional Subject

1. Course objective and method

This is a course of Business English, and mainly focuses on topics in the Hokkaido economy and in Hokkaido business, through English. Special attention will be given to Otaru and Sapporo. The course is a discussion course, where normally each week we begin with an overall topic, read something from the English news, and then discuss it. For some students, this will be a continuation of Business English I.

2. Course goals

As this is mainly a discussion course, the goals for the course are to improve students' abilities to discuss business topics in English.

3. Course contents

1. Introduction
2. Review from Business English I
3. Hokkaido coastal economies
4. Hokkaido agricultural economies
5. Hokkaido urban economies
6. Hokkaido rural economies
7. Presentation prep
8. Presentation prep
9. Presentations
10. Presentations
11. Hokkaido development
12. Another Hokkaido Olympics?
13. Hokkaido Tourism
14. Review
15. Review

4. Teaching materials

Handouts will be given when appropriate.

5. Grading

Attendance and participation are both important to this class. Attending, but not participating, or attending and participating only part of the time will be graded accordingly.

Active participation in the discussions is most important, as is the result of the course project presentation.

6. Remarks

Includes learning content on region(Hokkaido)

Comparative Studies of Culture

Instructor: Kaori Sasaki

Credits: 2 (F Semester)

Optional Subject

1. Course objective and method: (授業の目的・方法)

- A) Explore various social issues that link to our identities, usage of language, religious believes, and/or perception of different culture and/or social groups including ethnicities and genders.
- B) Analyse the codes that are embedded in our reading, examining and comparing cultural differences (E.g. Is

America such a secularised society as we would like to believe?; In what way the notion of Yellow Peril had been constructed and then became an influential ideology during the 1900-40s in the USA?; How has discursive practice on Islamophobia emerged, and developed especially after 9.11?)

- C) Review and critique Japanese cultural politics from her early modernisation time to the current global era (E.g. In what ways the so-called “Japanese tradition” have been invented and circulated since the end of 19th century?; Who has been considered the “Japanese National”? How have the former Japanese National in ex-colonial territories--such as Taiwan, Korea, Saipan, Palau, and Marshall Islands--been represented through the Japanese political and educational discourses)
- D) Reading the textbook – Understanding Japanese culture through her ethnic minorities
- E) Discuss issues arising from cross-cultural communication (E.g. On diaspora, immigration and identities)

2. Course Goals (達成目標)

- A) Enable to give a question, comment, or consistent argument about the topic clearly and concisely.
- B) Enlarge knowledge of cultural politics in our society including issues arising from post-colonialism and globalisation
- C) Enlarge the mind through critical reflection over cultural politics in our society
- D) Enrich vocabulary
- E) Cultivate critical reading and thinking skills

3. Course contents: (授業内容)

- ① **Introduction** – On Culture, Representation, and Minority
- ② **Text Book:** Lesson 1 Multi-lingual Japan; **Lecture/Seminar:** On Nation State and National Language
- ③ **Text Book:** Lesson 6 Foreign Language Education in Japan; **Lecture/Seminar:** Japanese modernisation, Imperialism and nation-state building: the role of national language and education
- ④ **Text Book:** Lesson 5 Brazilian Children at a Disadvantage in Japan; **Lecture/Seminar** Language and Power1 – On Cultural Politics, Symbolic Power, and Social Reproduction
- ⑤ **Text Book:** Lesson 4 Sings Written in Multiple Languages in Japan; **Lecture/Seminar:** Language and Power 2: British Colonial policy on language, ethnicity and religious in India
- ⑥ **Text Book:** Lesson 11 International Schools in Kobe; **Lecture/Seminar** On Orientalism and Representation
- ⑦ **Text Book:** Lesson 3 A British Boy Growing up in Japan ; **Lecture/Seminar** On Orientalism and Subalterns
- ⑧ **Text Book:** Lesson 10 Cross-cultural Marriage in Japan: Fact and Fiction; **Lecture/Seminar:** On Orientalism and Gender
- ⑨ **Text Book:** Lesson 12 A Multilingual Radio Station in Japan ; **Lecture/Seminar:** Invention of Tradition in Japan and the UK while the nation-state building
- ⑩ **Text Book:** Lesson 2 The Ainu Language is Forever; **Lecture/Seminar** Nation-state building in Japan---who is, and was, the Japanese national?
- ⑪ **Text Book:** Lesson 15 Okinawan: An Endangered Language? **Lecture/Seminar** On Okinawa—The Empire of Japan as a Multi-Racial Nation
- ⑫ **Text Book:** Lesson 8 Language Support for Foreign Residents in Yao; **Lecture/Seminar** Basic introduction to the difference between Christianity and Islam
- ⑬ **Text Book:** Nurses from Indonesia; **Lecture/Seminar** On Representation about Islam and Muslim after 9.11
- ⑭ **Text Book:** Foreign Residents and Their Children in Fukuyama; **Lecture/Seminar** Yellow Peril and Fundamentalists’ movement during the 1900-1940s in the USA
- ⑮ **Text Book:** Lesson 9 Osakorean Town ; **Lecture/Seminar** On Korean peninsula and Japan: Nationalism and Gender

4. Teaching materials: (使用教材)

Wright, Carolyn et al (2010) 『Multicultural Japan.』 Tokyo: Nanun-do

5. Grading: (成績評価の方法)

Class Contribution 40%

A couple of Essays/Papers 60% (30 % each)

Introduction to English Linguistics I

Optional Subject

Instructor: Sumiyo Nishiguchi

Credits: 2 (F Semester)

【Subject】 英語学概論 I

【Instructor】 Sumiyo Nishiguchi

【Office】 1-514

【Office hours】 Tuesdays 12pm-1pm

【Course Objectives and method】

This course gives an introduction to phonetics, a study of sound system, particularly focusing on English in comparison with Japanese. Students will learn articulation mechanism of English vowels and consonants as well as intonation. Students will also learn International Phonetic Alphabets.

【Course Goals】

Students will be able to pronounce sound of English correctly.

【Course contents】

Class 1 Introduction and assigning chapters to groups
Classes 2-3 Chap 1 Articulation and Acoustics
Classes 4-5 Chap 2 Phonology and Phonetic Transcription
Classes 6-7 Chap 3 The Consonants of English
Classes 8-9 Chap 4 English Vowels
Classes 10-11 Chap 5 English Words and Sentences
Classes 12-13 Chap 10 Syllables and Suprasegmental Features
Class 14 Review
Class 15 Final exam

【Preparation and review lesson】

Read the assigned portion before every class and prepare for the online quiz at the beginning of each class. Each student should give tutorials based on the material in turn, which should include in-class quizzes.

【Teaching materials】

Peter Ladefoget and Keith Johnson (2014) *A Course in Phonetics*, 7th edition, Cengage Learning
Supplementary material on <http://www.phonetics.ucla.edu/course/contents.html>

【Grading】

40% final exam; 60% class assignment

【Remarks】

Students are expected to participate actively and enthusiastically in all class activities. Raising hands is always a plus.

【URL】

<https://www.res.otaru-uc.ac.jp/~nishiguchi/>

Special Lecture on English Linguistics II

Instructor: Sumiyo Nishiguchi

Credits: 2 (F Semester)

Optional Subject

1. Course objective and method

This course provides introduction to semantics of natural languages with some of the basic logical concepts and theories. The classes will start with small quizzes based on a chapter of the textbook and will be followed by student presentation. At the end of the course, students will write a term paper or a squib relevant to the content.

2. Course Goals

Students will be able to analyze English expressions with logical methods.

3. Class Contents

- 1 Logic for Linguists
- 2-3 Set Theory
- 4-5 Inference and Logical Analysis of Sentences
- 6-7 Propositional Logic
- 8-9 Predicate Logic
- 10 Deduction
- 11 Modal Logic
- 12 Intensional Logic and Categorical Grammar
- 13 Further Extensions
- 14 Logic for Linguists?
- 15 Wrap Up

4. Preparation and review lesson

Read the assigned portion before every class. Each student should give tutorials based on the material in turn. Assignment is updated on the course website.

5. Teaching materials

Jens Allwood et al., *Logic in Linguistics*, Cambridge University Press

6. Grading

20% term paper; 20% final presentation; 60% class assignment

7. Remarks

Students are expected to participate actively and enthusiastically in all class activities. Raising hands is always a plus.

Advanced English II

Instructor: John Thurman

Credits: 2 (F Semester)

Optional Subject

1. Course objective and method

この授業では姉妹大学、オタゴ大学との同時双方向通信を計画しています。

In this course, I am planning to conduct live, real-time tele collaboration sessions with advanced students studying ESL in the University of Otago in New Zealand with Erina Hunt 先生. We did this last year and the students had a great time and they could use their English skills in a way that pushed them to do better. One important thing is that you are not shy in speaking. Rather than be exactly correct in your speech, the students in New Zealand will expect you to speak the best you can.

The plan is to conduct the class according to video session(s) on TedEd, a video site for education. There will be more details later by the start of the course, but there will be plenty of listening and speaking (with someone who doesn't know Japanese so you really have to work hard) and a presentation with your partner across the sea! I am sure it will be fun and you can learn a lot!

2. Course Goals

この授業では姉妹大学、オタゴ大学との同時双方向通信を計画しています。

The details of the class will be forthcoming on the topic of this course. We will be using TedEd or TedEdx for materials in their class if we do tell collaboration.

The below is what I will teach in case the tele collaboration falls through (I hope it doesn't):

以下はオタゴ大学との同時双方向通信を実施できない場合：

(please see the remarks (履修上の注意事項) for the Objectives of this course (授業の目的・方法)in that case.)

#1 Class Introduction.

In this class the overview of the course will be explained.

#2 Overview of Theories of Intercultural Communication.

There are many theories of what intercultural communication is and what culture is.

In this class session, the students will be introduced to various theories of intercultural communication and there will be detail of the theory used in this class.

#3 Cultural Influences: Collectivism Low-Context Communication.

The level of cultural influences affects everyone living in that culture. In this session, there is an explanation of what a collectivistic culture is and the type of communication used in that culture.

#4 Cultural Influences: Individualism High-Context Communication.

This is a continuation of the cultural influences. In this session, there is an explanation of what an individualistic culture is and the type of communication used in that culture.

#5 Cultural Influences: Uncertainty Avoidance.

Another aspect of cultural influences is uncertainty avoidance, which is the degree to which a culture values risk.

#6 Cultural Influences: Values.

The final session of cultural influences on intercultural communication is the importance of values. This is a very important cultural influence.

3. Class Contents

この授業では姉妹大学、オタゴ大学との同時双方向通信を計画しています。以下はオタゴ大学との同時双方向通信を実施できない場合(#2)：

#7 Sociocultural Influences: Groups (In- and Out-Groups).

The next level of the influences of intercultural communication are the sociocultural influences. These are influences that are not shared by all the people living in a culture but in areas of a culture. The first influence discussed is the importance of in-groups and out-groups.

#8 Sociocultural Influences: Ethnicity.

Another sociocultural influence is the importance ethnicity with the people in a sub-culture.

#9 Psychocultural Influences: Ethnocentrism.

The level of influences that are more person-based are the psychocultural Influences. These influences vary person-to-person or small groups. The first influence discussed is ethnocentrism.

#10 Psychocultural Influences: Stereotyping.

A second psychocultural Influence is the action of stereotyping people put on others.

#11 Psychocultural Influences: Prejudice.

The final psychocultural Influence discussed is the affect prejudice has on intercultural communication.

#12 Environmental Influences: The Environment (Geography and Climate).

A level of influence that affects all cultures is the environment. How a certain climates and geographies affect all cultures is explained in this lecture.

#13 Environmental Influences: The Psychological Environment.

Another influence of the environment are the perceptual and cognitive beliefs we have about the environment. These influences include how we feel about the environment, how we are spatially oriented in the environment, and how we manipulate the environment.

#14 Message Encoding; Message Decoding; Message Feedback.

The final session before the exam will include topics on message encoding, such as the cultural variations of language use, message decoding, such as the attributions made in deciding a message, and nonverbal communication.

#15 Final Test

4.Preparation and review lesson

With the tele collaboration project, you will need to contact and talk with your partner in New Zealand outside of class time in order to prepare for the following session. The students in New Zealand have English class every day and are very hard-working so you will need to work with them as much as possible.

5. Teaching materials

Printouts

6. Grading

Participation; In-class work; Report & Final Test

7. Remarks

When people communicate their ideas and opinions with others from the same culture, there are usually no problems. However, when two people with different cultural backgrounds communicate, it is much easier for cultural problems to occur — even when the content of the talk is not difficult. Individual, cultural, and environmental differences play a large role. In this class, we will discuss these differences and why problems occur. We will also study ways that these problems may be alleviated.

8. Additional information

地域（北海道）に関する学習内容を含む／Includes learning content on region(Hokkaido)

Special Lecture on Global Studies

Instructor: Makoto Anazawa

Credits: 2 (F Semester)

Core Subject

TBA

Glocal Field Work II

Instructor: Tomoya Matsumoto

Credits: 2 (W Quarter)

Core Subject

1. Course objective and method

Fieldwork is the process of observing research objects or more specifically people in social science in the actual field where they live.

The objective of this course is to learn how to plan and implement fieldwork. In the Winter Quarter, we visit some sites in Hokkaido for fieldwork including ski areas, local factories, and markets.

2. Course Goals

The goal of this course is to understand how to implement fieldwork, to collect useful information from target persons, to summarize the collected information, and to present the research outcomes to other students.

3. Class Contents

This course covers the following contents:

1. Introduction
2. Finding research questions
3. Designing a research plan
4. Implementing fieldwork in Hokkaido
5. Reporting fieldwork outcomes
6. Presenting findings

4. Teaching materials

Materials are given by the instructor.

5. Grading

Class participation (30%)

Presentation (30%)

Report (40%)

6. Remarks

As a part of this course, students participate in a study tour visiting several sites in Hokkaido for fieldwork. The participation is necessary to get credit.

Exercise and Sports IIc (Skiing: Intensive course)

Instructor: Yoshinao Nakagawa, et al

Credits: 1 (3 days)

Optional Subject

Ski Area: Asari-gawa onsen. Meet in front of Center House

Date: December 21 (Sat), 22 (Sun) AND 25 (Wed), 2019

Hours: 8:50-16:00 hrs

Lift Ticket: 4,050 yen (1,350 yen per day)

Application: Applications will be accepted at the gymnastic office located in OUC.

1. Course objective and Method

Providing information related to the basics of Alpine skiing such as balance, basic position, gliding wedge, wedge turns, and safe controlling of the skis. Providing opportunities to ski on the various different types of slopes and snow such as powder snow, slushy snow, bumpy slopes, moguls but also steep slopes as well as terrain.

2. Course contents

Levels of skiing class (beginner/intermediate/advanced)

1. Advanced class (able to make short parallel turns and execute tight turns)
2. Intermediate (able to make long parallel turns)
3. Intermediate (able to negotiate narrower trails)
4. Intermediate (able to maintain both skis in same direction)
5. Intermediate (able to control your speed)
6. Beginner class (able to slow down and stop in a wedge or have skied 2 or 3 times)
7. Beginner class (first time skiing)

3. Course goals

- **Beginner** class: getting used - sliding – gliding wedge
- **Intermediate** class: parallel skiing (longer radii) – basic elements of modern carving-techniques - carving in long radii with speed control
- **Advanced** class: **top** carving (longer & shorter radii) – dynamic change of direction - precise carving in short radii- skiing on steep slopes

4. Grading

This course will be graded on a pass/fail basis. A maximum of one-day absences will be allowed. Non-participation will count as an absence. The grade will be based on attendance, participation, and attitude.

5. Remarks

Students will be required to wear proper ski clothing with skis, boots, gloves and cap.

Spring Semester Subjects

(Some may be subject to change and TBA.

Any changes will be announced via e-mail later.)

Business Economics II

Instructor: Shunsuke Ikeda

Core Subject

Credits: 2 (Spring Quarter)

1. Course objective and method

This is the second half of Business Economics module in the global education program. The main objective is to provide opportunities for undergraduate students to learn microeconomics of information and strategies, with special emphases on business and managerial aspects. I will cover the textbook in a lecture-style, but I will try my best to ask you as many questions as possible during the class-time in order to make the class more open and to encourage your active participation in discussions.

2. Course Contents

The main goals of this course are (i) to let you become more familiar with microeconomic ways of thinking real-life and corporation issues, i.e., from a viewpoint of optimality and efficiency for individuals and firms given alternative assumptions on competition and information among these entities; and (ii) to give you opportunities to apply these acquired tools to the business and managerial issues.

3. Teaching materials

1. Monopoly
2. Pricing
3. Strategic Thinking
4. Oligopoly
5. Externality
6. Asymmetric Information

- 7. Incentives and Organizations
- 8. Regulation

4. Policy

Main Textbook: Ivan Png (2015). Managerial Economics, 5th ed.

Reference (with potential coverage): Goolsbee, Levitt, Syverson (2016). Microeconomics, 2nd ed.

5. Grading

Homework (20%), Midterm Exam (30%), Final Exam (50%).

6. Topics to be covered

I welcome your hard working.

The Japanese Economy

Instructor: Tomoya Matsumoto

Credits 2 (Spring Quarter)

Optional Subject

1. Course Objective and Method

The objective of this course is to understand causes of successes and failures of the Japanese economy, and to learn public policies for creating a better and prosperous society. To achieve this objective, we examine historical and contemporary economic phenomena occurred in Japan by looking at data on the Japanese and world economy and also by reviewing articles on newspapers and academic journals.

2. Course Goals

To learn the history of the Japanese economy

To learn the problems Japan faces today

To learn innovative policies for creating a better and prosperous society from the Japanese experience of successes and failures

To learn useful lessons for developing countries to make a successful transition from a catching-up economy to a leading-the-way innovative society

To learn how to read journal articles

3. Course Contents

1. Introduction
2. An Overview of Japanese Economic Growth
3. A Brief History of Japanese Economy: Successes and Failures
4. Current Problems Japan Faces Today
5. Japan in the World Economy
6. Exploring the Future of Japan and the World Economy

4. Teaching Materials

The class will make use of the PowerPoint materials that I have created from a variety of original Japanese sources.

5. Grading

Grades will be determined based on assignments (reports) and contributions to the class through discussion.

6. Remarks

No advanced knowledge of economic theory is required beyond the basic knowledge of introductory economics.

Marketing Strategy in Asia and Pacific

Instructor: Wang Liyong

Credits: 2 (Spring Quarter)

Core Subject

1. Course Goals

The primary goal of this course is to introduce students to global marketing issues that face Asian and Pacific companies. Students are expected to apply their knowledge and critical thinking skills in the context of real-life business dilemmas. Classes are conducted with lectures followed by case studies that serve to reinforce the lecture material. One entire class could be devoted to either a lecture or a case study. Students are challenged to understand the theoretical frameworks and processes that business people use to develop marketing strategies or to deal with various market phenomena in Asian and Pacific region.

2. Course plan – Each class meeting is 90 minutes in length

Class 1 Course outline

As is typical in Japanese universities, in the first class, the instructor gives an overview of the course, discusses the schedule, materials, expectations for student participation and performance, and opens the floor to student questions about the course.

Class 2 Introduction to global marketing

Class 3 Case study

Class 4-5 The global marketing environment

Class 6 Global market entry strategy

Class 7 Case study

Class 8 Brand and product decisions in global marketing

Class 9 Case study

Class 10 Pricing decisions

Class 11 Case study

Class 12 Global marketing channels and physical distributions

Class 13 Case study

Class 14 Global marketing communications decisions

Class 15 Case study

Course plan and schedules are apt to change according to the progress of class.

3. Teaching materials

Students who participate in this course will need to prepare the below textbook.

Global Marketing By Warren J. Keegan and Mark C. Green. Global edition (9th ed.) 2017.

Other materials will either be provided by the instructor or are available from the internet.

4. Grading

Grading will be based on class participation, performance in the presentation, and a final exam or report.

Quality of class participation: 20%

All students must participate in class with questions and opinions. Since this course is proceeded with a case study format, it is absolutely essential that students actively participate in class discussions. First, students are required to read the lecture material and case study prior to class. Second, both the quality and the quantity of verbal participation are required.

Group presentation: 30%

Based on the discussion of the case study, group members are required to prepare PPT slides. All members are encouraged to present a part of the case. Although students are different in English speaking competencies, it is a must to show courtesy and respect to each other.

Final Exam or report: 50%

The detail regarding the exam or report will be handed out before the ending of the course.

Japanese Companies in Global Business

Instructor: Wang Liyong

Credits: 2 (Spring Quarter)

Core Subject

1. Course Goals

The main goal of this course is to study various aspects of international business and international management by analyzing cases of Japanese multinational companies operating worldwide. To develop this understanding, this course has organized the materials into three sections: (1) the international business environment, (2) managing international growth, and (3) multinational management.

In the first section, we present ideas and concepts about approaches to analyzing and understanding various dimensions of the international business environment, such as the cultural environment, the economic environment and the political environment.

In the second section, we concentrate on several strategic decisions that are critical to the success of international growth initiatives. These decisions including entry mode choices, strategic alliances, international acquisitions, geographic market choices and timing of entry, are considered the options available to a manager of an internationalizing firm considering expansion into a new country. Along with this, we also discuss two important forms of business organization – multinational firms and business groups – that need to be considered when making international expansion decisions in the Asia Pacific region.

In the third section, we move to the case of the on-going management of multinational firms. This section develops the theme that a multinational manager must contend with on-going globalization pressures.

2. Course contents- Each class meeting is 90 minutes in length

Class 1 Course outline

As is typical in Japanese universities, in the first class, the instructor gives an overview of the course, discusses the schedule, materials, expectations for student participation and performance, and opens the floor to student questions about the course.

Class 2 Introduction to international business

Class 3 International business environment; International expansion and entry mode choice

Class 4-6 Case study

Class 7 International Acquisitions

Class 8 Multinational Enterprise

Class 9-10 Case study

Class 11 Managing a Multinational Enterprise; Managing a Foreign Subsidiary

Class 12 Multinational Manager

Class 13-14 Case study

Class 15 Ethical and Social Responsibility in Multinational Management

Course plan and schedules are apt to change according to the progress of class.

3. Teaching materials

The textbook for this course: TBA.

Other materials will either be provided by the instructor or are available from the internet.

4. Grading

Grading will be based on class participation, performance in the presentation, and a final exam or report.

Quality of class participation: 20%

All students must participate in class with questions and opinions. Since this course is proceeded with a case study format, it is absolutely essential that students actively participate in class discussions. First, students are required to read the lecture material and case study prior to class. Second, both the quality and the quantity of verbal participation are required.

Group presentation: 30%

Based on the discussion of the case study, group members are required to prepare PPT slides. All members are encouraged to present a part of the case. Although students are different in English speaking competencies, it is a must to show courtesy and respect to each other.

Final Exam or report: 50%

The detail regarding the exam or report will be handed out before the ending of the course.

Glocal Field Work I

Instructor: Tomoya Matsumoto

Credits: 2 (Summer Quarter)

Core Subject

1. Course objective and method

Empirical research is research to examine real world phenomena based on observational or experimental data, which is a complement to theoretical research. It intensively uses statistical methods to summarize empirical data to provide statistical evidence based on hypothesis testing corresponding to research questions.

The objective of this course is to learn basics of 1) how to find research questions in the field of social science through reading of existing studies (literature review); 2) to learn how to collect observational and experimental data (survey and experiment design); 3) how to analyze the data (statistical hypothesis testing).

2. Course Goals

You may be interested in relationships between college education and earnings; minimum wage law and unemployment rate; incentive wage policy and workers' productivity; smoking and cancer; electrification and fertility rate; breastfeeding and IQ/earnings; incidence of conflicts and economic growth; circumcision and HIV infection. All the topics listed above are those discussed in academic journal articles using the approach of empirical research.

The goal of this course is to acquire knowledge to understand such empirical studies. In particular, by the end of the course, students are expected to have capability to distinguish good empirical studies which identify causality from bad empirical studies which consider spurious correlation as causality.

3. Class Contents

This course covers the following contents:

1. Reading existing empirical studies
2. Designing surveys
3. Designing field experiments
4. Learning methods of statistical hypothesis testing

4. Teaching materials

Materials are given by the instructor.

5. Grading

Mini-examinations to be conducted randomly in some classes (40%)

Final examination (60%)

6. Remarks

Having basic knowledge of statistics or econometrics is not required but preferred for your better understanding of this course.

Mini-examinations will use the MANABA system and hence students are required to have a smartphone or other alternative devices with wireless connection to the system. If not having any relevant tool, please consult the student office (Kyomu-ka).

Business English I

Instructor: Shawn Clankie

Credits: 2 (S Semester)

Optional Subject

1. Course objective and method

This will be a course of Business English. It is designed for students to meet and discuss business topics in English. This year's class will be based upon the English Lecture Series and will include at least three opportunities to hear business speakers discussing their businesses in English.

2. Course goals

Goals include: a. Build self-confidence in their speaking abilities as applicable to a variety of business settings. b. Express themselves at a professional level in English. c. Build a stronger knowledge of the cultures that use English as a business language.

3. Course contents

W1 Orientation

W2 Guest Speaker (Videotaped)

W3 Video pt. 1 0:00-15:00

W4 Video pt. 2 15:01-30:00

W5 Video pt. 3 30:01-45:00

W6 Video pt. 4 45:01-End

W7 Guest Speaker 2 (Videotaped)

W8 Video pt. 1 0:00-15:00

W9 Video pt. 2 15:01-30:00

W10 Video pt. 3 30:01-45:00

W11 Video pt. 4 45:01-End

W12 Guest Speaker 3 (Videotaped)

W13 Video pt. 1 0:00-15:00

W14 Video pt. 2 15:01-30:00

W15 Video pt. 3 30:01-End

4. Teaching materials

No text is required for this course. But, there will be weekly homework assignments. A folder with all of the assignments will be due on the last day of class.

5. Grading

Participation in the weekly discussions is 50% of your grade. There is also a requirement to attend a minimum of two lectures in the OUC English Lecture Series, outside of class. The lecture attendance and homework assignments will account for the other 50%.

6. Remarks

Final Exam: There will be a final exam for this class given during the exam period.

Glocal Seminars

Seminar in Japanese Etiquettes

--Understanding Japanese Behavioral Patterns, Language and Culture in the Business Context

Instructor: Toshihiko Kobayashi
Credits: 2 (F&S Semester)

Core Subject -Glocal Seminar III & IV-

Glocal Seminar III & IV

KOBAYASHI Toshihiko Seminar 2019

-- Japanese Etiquette --

*Understanding Japanese Behavioral Patterns, Language and Culture
in the Business Context*



KOBA Collection



OUC Guesthouse



Otaru Canal

by

Prof. KOBAYASHI Toshihiko

<http://www.ne.jp/asahi/toshi/koba/kobaseminar2020.html>

toshi84123@res.otaru-uc.ac.jp

First Day of Instruction: Thursday, October 3, 2019 2:30 p.m. – 4:00 p.m. Room 256

This seminar will help you learn Japanese behavioral patterns and culture and language in the business context, particularly for tourism. It also aims to enhance your skills and willingness to interact with Japanese people in both formal and informal settings by learning Japanese etiquettes and their backgrounds. You are expected to actively participate in discussion in English on various topics related to authentic business interactions with Japanese business persons and tourists and in creating group video projects to introduce local attractions to the world in various languages.

In this seminar, you will:

1. Learn how to make a good first impression to Japanese people.
2. Learn how to get along well with Japanese people.
3. Learn how to avoid being misunderstood by Japanese people.
4. Learn how to avoid conflict with Japanese people.
5. Learn how to behave properly in public places in Japan.

Seminar Activities

1. Oral presentations on your hometown and university in English
2. Discussion on recent news on Japan and the Japanese
3. Video Projects to promote OUC and Hokkaido to the world
4. Trips to hot springs for field work and regular izakaya or karaoke parties to learn Japanese etiquettes in authentic settings: Saturday, November 2, 9,000 – 12,000 yen
5. Culture ambassador visits to local elementary schools



Voices from Seminar Students from Abroad

South Dakota, U.S.A.



Steve Derenge (enrolled Spring 2018)

At Professor Kobayashi's seminar, I had the opportunity to increase my understanding of Japanese culture and etiquette through the course textbook. Although I was already familiar with basic Japanese culture and etiquette due to living in Japan for nine months prior, the textbook greatly enhanced the depth of my understanding and could prove invaluable to a newcomer to Japan. Also, I both joined and enjoyed the course due to the social opportunities that it made available. Not only could I be better connected to the other foreign and Japanese students through the classroom sessions, but I got to spend more quality time with them through optional weekend trips to Japanese inns and resorts in places such as Niseko and Lake Toya. This seminar likewise opened up opportunities for me to connect with more Japanese students. For example, I could participate at will during some of Professor Kobayashi's sessions for first-year Japanese students in order to help them improve their English skills. Taking advantage of such opportunities gave me great satisfaction as I encouraged the students about their English skills and progress. It also gave me a greater appreciation and practical applications for improved English teaching and language learning. For these and many other reasons, including Professor Kobayashi's gracious hospitality both inside and outside the classroom, I highly recommend his seminar for international students. It may prove an invaluable opportunity to increase in leadership skills, cultural understanding, and memorable experiences during your time in Japan.

Aux, France



Celine Amblard (enrolled Fall 2016 – Spring 2017)

Ce seminaire m'a avant tout donne la possibilite de rencontrer et d'interagir avec des etudiants japonais. Nous etions peu nombreux, et de ce fait, il etait plus facile pour nous d'apprendre a nous connaitre. J'ai meme eu la chance de me faire de vrais amis au sein de ce seminaire, avec lesquels je vais garder contact meme une fois rentree en France. De plus, Professeur Kobayashi organise des petits week-end dans l'Hokkaido, donc c'est vraiment une superbe opportunitie de decouvrir un peu la region ! Au niveau du contenu de ce seminaire, je pense honnetement que c'est l'un des seminaires le plus interessant et le plus amusant. Chaque semaine, nous avons aborde un sujet different, toujours dans le theme de la societe japonaise et de ses differences avec les autres pays. C'etait tres enrichissant et je pense que le fait d'etre a l'aise avec tous les etudiants presents m'a permis de discuter honnetement de toutes ces differences culturelles. Bien que le cours soit donne en anglais, vous aurez la possibilite de pratiquer votre japonais car une bonne partie du cours est consacree a la discussion. Que vous soyez debutant ou avance en japonais, ce seminaire est donc l'occasion de pratiquer l'oral, ce qui manque dans les autres cours. J'espere que vous passerez une inoubliable annee (ou un semestre) a OUC !

This seminar gave me the opportunity to meet and interact with Japanese students. We were only a few students, so it was easier to get to know each other. I'm very lucky because I could even make close Japanese friends, with whom I will stay in touch even after I go back to France. And Professor Kobayashi organizes little trips around Hokkaido, which is a great opportunity to discover the region! When it comes to the content of this seminar, I honestly think this is one of the most interesting and funny seminar. Every week, we talked about a different subject, always related to Japanese society and cultural differences with other countries. It gave me a better insight into the Japanese society, and I do think that feeling comfortable with other students encouraged me discussion honestly and deeply about these cultural differences. Even though the class is given in English, you'll be able to practice your Japanese because you'll spent a big part of this seminar discussing with other students. So whether you're a beginner or an advanced speaker of Japanese, this is definitely a great chance to improve! I hope you'll have a great year/semester at OUC! ___

Seminar for Quantitative Research Methods

Instructors: Shinsuke Ikeda

Tomoya Matsumoto

Core Subject -Glocal Seminar III & IV-

Credits: 2 (F&S Semester)

1. Course objective and method

This seminar aims at YOUC international students and OUC students in the GMP minor, who wish to learn how to conduct quantitative research. The topic/main theme of your questionnaires survey can be anything, so far as you have a good chance of collecting a decent amount of data. The expected fields of your interests are socio-economics, development economics, business, commerce, marketing, tourism, behavioral analyses of consumers of different backgrounds, etc. There is no limit on the number of registered students in this seminar, but Stata software in the computer laboratory can accept at most 10 users simultaneously. Depending on the number of enrollments, the instructors may divide the class into several groups of students from different countries.

2. Course Goals

Students will become familiar with a procedure of quantitative research, and will become capable of applying acquired principles to any other topics/fields of interests.

3. Course Contents

The first quarter (Ikeda): you are supposed to learn...

- (a) how to setup your own research question (brain storming),
- (b) how to collect data by conducting a questionnaires survey (Google form),
- (c) how to clean, manage, analyze and interpret data (Stata),
- (d) how to present your research questions and results using a slide software, and
- (e) how to write a term paper using these skills/data/results.

For details about this part, please see the syllabus to be circulated in the week of orientation.

The second quarter (Matsumoto): you are supposed to do...

- (f) find research questions through reading of existing studies,
- (g) plan and implement fieldwork,
- (h) collect observational and experimental data, and
- (i) summarize and analyze the data.
- (j) present findings from your data analysis in the class.

4. Teaching Materials

The first quarter (Ikeda):

Rowley, J. (2014). Designing and using research questionnaires.

* This is a short article on Management Research Review, 37(3), 308-330, about how to design and use questionnaires for your business and managerial research. I will circulate its pdf version and expect you to read specified sections after/before each class.

Siniscalco, M.T., and Auriat, N. (2005). Questionnaire design.

<http://unesdoc.unesco.org/images/0021/002145/214555E.pdf>

* This is a training manual for an educational policy research program hosted by the Southern and Eastern Africa Consortium for Monitoring Educational Quality. I will cover it selectively.

Acock, A.C. (2016). A Gentle Introduction to Stata, 5th ed.

* This is a very generous introduction to Stata. I will circulate photo-copies or scanned versions of selected parts. BTW, its latest version (6th ed.) just came out in August.

There may be another material about how to use Google forms on Google drive.

The second quarter (Matsumoto):
Teaching materials are given by the instructor.

5. Grading Criteria

The final grade in this seminar will be based on a combination of evaluations from two quarters (probably 50%-50%). A tentative list of weights for evaluations within each quarter is as follows.

Attendance (20%), Discussions and Presentations (30%), A Term Paper (50%).

6. Remarks

We appreciate your active interactions and concentrations in this seminar, and we hope any acquired skills will be beneficial for you in the long run. For that purpose, the instructors will restrict your use of a mobile phone during the seminar, on the basis of the following article:

Glass, A.L., and Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Educational Psychology*. <https://doi.org/10.1080/01443410.2018.1489046>

Seminar in International Economic Law

Instructor: Tomohiko Kobayashi

Credits: 2 (F&S Semester)

Core Subject -Glocal Seminar III & IV-

1. Objectives and methods

This seminar deals with a variety of legal issues surrounding international economic activities in an era of globalization, from trade/investment to migration. Our activities will include literature review, group discussions/presentations and off-campus investigations/interviews.

2. Course goals

The main goal of this seminar is to grasp balanced and practical understanding of contemporary legal issues surrounding international economic activities through joint researches and presentations. This seminar offers students to become familiar with systematic research methods and effective presentations.

3. Topics

Specific research topic(s) will be decided upon consultations with participants in the earlier stage of each semester. Topics may include regulation of piracy and counterfeit products (2010); “fair trade” (including what “fair” means here) (2011); economic integration in East Asia (2012); influence of *yakuza* in Japanese economy (2013), and; independent researches (2014).

3. Teaching materials

Reading materials will be announced at the beginning of each semester.

4. Grading

Final grading will be based on the quality of participation in the seminar, contribution to the group discussion/presentation and quality of the individual and work group outcome. Further details on grading will be provided at the beginning of the seminar.

5. Remarks

Participants are expected to make their best efforts to communicate with fellow students to overcome linguistic barriers and cultural differences. Active participation is the strongly expected.

Tourism marketing & field research project *Instructors: Liyong Wang*
Core Subject -Glocal Seminar III & IV- *Credits: 2 (F&S Semester)*

1. Course objective and method

This seminar aims at YOUC international students and OUC students in the GMP minor. Through this seminar we will learn and discuss marketing in inbound tourism industry, which is very important to the economy of Hokkaido and Otaru. After learning some basic theoretical concepts of tourism marketing, we will develop a questionnaire survey on tourist behaviors and do field research to collect data. And then we analyze and report our findings.

2. Course Goals

Students will become familiar with tourism marketing topic and understand somehow inbound tourist behaviors through field research.

3. Course Contents

- Introduction to tourism marketing
- Inbound tourist behavior
- Field research

4. Teaching Materials

Marketing for Hospitality and Tourism 7th edition by Phillip Kotler and others.

Handout would be prepared in advance.

5. Grading Criteria

Attendance (20%), Discussions and Presentations (30%), A Term Paper (50%).

6. Remarks

I appreciate your active interactions and participations in this seminar.

Seminar in Sociology

Instructor: Kaori Sasaki
Credits: 2 (F&S Semester)

Core Subject -Glocal Seminar III & IV-

1. Course objective and method: (授業の目的・方法)

The theme of this seminar is to explore various issues surrounding our daily life through the lens of social science, in particular, sociology. The course offers also to improve "social science literacy" both in English and in Japanese. As social science methodology has basically developed in English (and French), participants surely find benefits in learning social science in English.

2. Course Goals (達成目標)

The following are the seminar objectives and goals for students:

- A) To improve "social science literacy" both in English and in Japanese.
- B) To develop "critical thinking" skills.
- C) To acquire insight into sociological approaches towards various socio-economic, socio-political, socio-historical, and socio-cultural issues.

3. Course contents: (授業内容)

This seminar has three main components:

- A) Critical reading and discussion about 1) chapters from assigned reading/textbook 2) social science articles, 3) some examples from the media.
- B) Presentations on 1) assigned reading materials, and 2) one research project.
- C) Exercise and practice social science research (i.e. Medical and transportation service for foreign residence and visitors in Niseko area).

4. Teaching materials: (使用教材)

Bauman, Zygmunt and Tim May (2001) *Thinking Sociologically 2nd Ed.*
Oxford: Wiley-Blackwell

5. Grading: (成績評価の方法)

TBA

Seminar on Language Teaching

Instructor: John Thurman

Core Subject -Glocal Seminar III & IV-

Credits: 2 (F&S Semester)

1. 研究主題

About Language Teaching and Language Learning with Task-based Language Learning (TBLT)

Language Learning Research Statistics

タスクによる外国語言語教育および言語学習・習得

外国語の言語教育研究のための統計学

2. 指導要領

In this seminar, I would like for us to study about Task-based Language Teaching (TBLT) and how to research aspects of TBLT. This includes cognitive approaches to language learning using TBLT, such as the cognitive complexity of tasks, and also the affective dimension of TBLT, such as beliefs, anxiety, motivation, and other aspects. Also, we will quantitative study methods of research used for language learning research, such as ANOVA/ANCOVA, Multiple Regression, Correlation, Factor Analysis, and etc.

タスクによる外国語言語教育および言語学習・習得についての研究および TBLT 研究方法 ; TBLT のタスクの認識的複雑性の研究 ; 言語学習個人差の要因 (動機付け、不安、教育概念など)

言語学習の量的研究方法 (分散分析、多重回帰、相関分析、因子分析、等)

3. 指導テキスト及び参考書

Printouts/配付資料

4. 選考の方法 (面接・テスト等)

I would like students in this seminar to want to become teachers.

You should have a TOEIC Score of over 650.

言語教員になりたい人を望む。TOEIC 点数は 650 点以上。(堅く守ります。)

5. 面接・テスト等の日時・場所

Thursdays @ 3rd and 4th sessions. (木曜日 3 時限および 4 時限)

6. 注意事項・履修希望者へのメッセージ

Although we have been doing work with the Otaru Aquarium in the past, we have done so much so that we will not be doing it again this year unless asked to.

7. オープンゼミの日時・場所（予定） ※現在非開講のゼミは記載不要

Thursdays, October 3, October 10, October 17, and October 24 @ 3rd and 4th sessions. See you there!

Seminar in Financial Economics

Instructor: Ryosuke Wada
Credits: 2 (1 hours per week)

Optional Subject

Depending on students' background, contents will be chosen. An example shown below is for those who studied financial economics before. Alternative contents are as follows. We will discuss which one we choose.

1. basic financial economics
2. portfolio management. Emphasis will be on handling actual data using “Excel” and “Mathematica”. Understanding of probability theory which is offered for undergraduate economics students is required.
3. Derivatives. Detailed explanation is shown below.

***** **An Example of Course Contents** *****

This is for those who have already studied introductory financial economics.

1. Seminar objective and method

Subjects of study are prices of financial instruments. Mainly we cover derivative securities; futures, options and swaps. This class is jointly offered to Japanese junior students who have studied two credit “Financial Economics” or four credit “Modern Financial Theories”.

2. Seminar contents

(1) read a text book on derivatives and work on the end of chapter questions. (2) learn computer skills to calculate theoretical prices; using *Mathematica*. (3) Depending on progress, write a paper as a joint work of students by the end of fall semester.

3. Teaching materials:

John Hull, *Fundamentals of Futures and Options Market*, 8th edition, Pearson Prentice Hall, 2013

4. Grading

Home works.

5. Remarks

Prerequisite: probability theory, usually taught as a part of statistics course. It is desirable to have studied introductory level of financial economics. Programming ability is desirable but not necessary.

Japanese Language

List of the courses for Japanese Language and Culture

Please refer to the Subject List (page 5-) for the courses offered this year.

Intensive Beginning Japanese (0 credits, September)

Prerequisite: None

Goal: Acquisition of Kana-writing system, Japanese Sound system

Elementary Japanese (4 credits, Fall & Spring semester)

Prerequisite: Intensive Beginning Japanese or equivalent

Goal: Acquisition of the simple sentence structure, 100 Kanji

Intermediate Japanese I (3 credits, Fall & Spring semester))

Prerequisite: Elementary Japanese, or equivalent

Goal: Acquisition of the complex sentence structure, 300 Kanji

Intermediate Japanese II (3 credits, Fall & Spring semester))

Prerequisite: Intermediate Japanese I, or equivalent

Goal: Intermediate reading, writing, and speaking, 600 Kanji

Advanced Japanese I - IV* (2 credits, Fall & Spring semester))

Prerequisite: JLPT (The Japanese-Language Proficiency Test) Level 1, or equivalent

Goal: Introduction to Academic Japanese

Practicum in Language Teaching (1 credit, Fall & Spring semester))

Prerequisite: Concurrent enrollment in an Intermediate Japanese course
& permission by the instructor

Available languages: English, French, Chinese, Korean, German, Spanish

Japanese Affairs I (2 credits, Fall semester))

Prerequisite: None

Goal: Introduction to Japanese culture by learning about the local society which provides the basis of the student life

Comparative Studies of Japanese Culture* (2 credits, Spring semester))

Prerequisite: None

Goal: Research on some special topics in culture studies

* Courses open to regular (non-exchange) students

OUC Japanese Program Course Descriptions

Intensive Beginning Japanese (45 total contact hours, 0 credits, September)

Prerequisite: None

This course is designed to provide a head start for those students who are to participate in YOUC program without any prior knowledge of the Japanese language. It covers very limited grammar and vocabulary, while it trains students so that they can more confidently start their student life in a new linguistic environment. Emphasis will be on speaking and listening, proper and smooth articulation in particular. By the end of this intensive course, students are expected to acquire the Japanese sound system, be able to carry out a simple but useful communication, such as self-introduction, greetings, asking prices among others.

Recommended textbook: Japanese for Everyone (L.1-L.5)
Japanese for Busy People I (L.1-L.11)
GENKI I (L.1-L.4)

Elementary Japanese (90 total contact hours, 4 credits, Fall Semester)

Prerequisite: Intensive Beginning Japanese or equivalent

This course is designed for those who have successfully completed Intensive Beginning Japanese and those who have already taken a Japanese language course at their home institution for one or two semesters, or equivalent thereof. This is a comprehensive, college-level language course, which puts equal emphasis on speaking, listening, reading and writing. Especially, students will acquire the phonetic writing system, Hiragana and Katakana, and 50 to 100 Kanji (Chinese characters). This course covers most of the elementary grammar except for honorifics, passive, and causative constructions. By the end of this course, students are expected to be able to function linguistically in a variety of everyday situations.

Recommended textbook: Japanese for Everyone (L.6-L.18)
Japanese for Busy People I (L.12-L.25) & II (L.1-L.6)
GENKI I (L.5-L.12)

Intermediate Japanese I (67.5 contact hours, 3 credits, Fall & Spring)

Prerequisite: Elementary Japanese or equivalent

This course is designed for those who have successfully completed Elementary Japanese and those who have already taken Japanese language courses for more than a year, or equivalent thereof. This is a lower intermediate-level course, in which students are expected to learn the most challenging part of the elementary grammar including honorifics, passive and causative constructions, acquire substantial amount of vocabulary which includes kanji compounds (using up to 300 characters). Class schedule includes mandatory lab hours in which students can interact with Japanese language volunteers to enhance their speaking and listening proficiency. By the end of the semester, students are expected to be able to read simple stories, and write compositions with paragraphs using proper orthography. Class will be conducted mostly in Japanese.

Recommended textbook: Japanese for Everyone (L.19-L.26)
Japanese for Busy People II, Chuukyuu Nihongo I
GENKI II

Intermediate Japanese II (67.5 total contact hours, 3 credits, Fall & Spring)

Prerequisite: Intermediate Japanese I or equivalent

This course is designed for those who have successfully completed Intermediate Japanese I or equivalent thereof. This is a higher intermediate-level course in which students will be exposed to more and more original spoken and written materials to continue to enhance their language proficiency. They are expected to learn 500 to 600 Kanji. Class schedule includes mandatory lab hours in which students can interact with Japanese language volunteers. By the end of the semester, students are expected to be able to engage in proper and accurate communication in a variety of situations. Class will be conducted entirely in Japanese.

Recommended textbook: Chuukyuu Nihongo I & II
Nihongo Chuukyuu J301

Advanced Japanese I (45 total contact hours, 2 credits, Spring) Prerequisite: JLPT(The Japanese-Language Proficiency Test) Level 1, or equivalent

This course is designed especially for the first-year international students of the undergraduate program at Otaru University of Commerce. This course will provide an introduction to academic Japanese.

Recommended textbook: Academic Japanese for International Students

Advanced Japanese II (45 total contact hours, 2 credits, Fall)

Prerequisite: Advanced Japanese I or equivalent

This is a continuation of Advanced Japanese I. Students are expected to learn how to write a term paper, how to give an oral presentation with written materials, among others.

Advanced Japanese III (45 total contact hours, 2 credits, Spring)

Prerequisite: Advance Japanese II or equivalent

This course is designed for those who have successfully completed Advanced Japanese I & II, or equivalent. In this course students are expected to read large amount of written Japanese in media, especially newspaper articles. Class will be conducted in a seminar style where students are to give an oral report with printed handouts or give a power-point presentation on the articles they read.

Advanced Japanese IV (45 total contact hours, 2 credits, Fall)(Offered in even-numbered year)

Prerequisite: Advanced Japanese III or equivalent

This course is designed for those who have successfully completed advanced Japanese I & II, or equivalent. In this course students are expected to read some selected literary works including novels, poems, and essays.

Practicum in Language Teaching (22.5 total contact hours, 1 credit, Fall & Spring)

Prerequisite: Concurrent enrollment in an Intermediate Japanese course or above, and permission by the instructor

This is an independent study supervised by a faculty member. One who enrolls in this course is expected to participate in a language class where his/her native language is being taught, and assist the instructor during the class hours. Available languages are English, French, Chinese, Korean, German and Spanish. Students can enroll in this course if, and only if they can find a proper language class and a faculty member who agrees to accept them as a practicum student.

Japanese Affairs I (22.5 total contact hours, 2 credits, Fall) (Offered in odd-numbered year)

Prerequisite: None

This course is designed for both the exchange students through YOUC program and the regular international students to learn about the local society that provides the basis of their student life. In particular, they do so in the aspects of "Language and Culture" which they are to encounter in every situation of their daily student life. This course will serve as an orientation for those new exchange students to make a smooth transition to the life in a foreign social environment. For those regular international students, this course will provide an opportunity to share

their knowledge and experience with students from diverse cultural backgrounds.

Comparative Studies of Japanese Culture (22.5 total contact hours, 2 credits, Spring)

Prerequisite: None

* Courses open to regular (non-exchange) students

This is a general education course of the category “Language and Culture” which is open to the regular Japanese and international undergraduate students as well as the exchange students through YOUC. This course will approach to the Japanese culture from comparative perspective on some selected topic.

Teaching Staff

Hisako TAKANO, Professor

Education: BA, Sophia University, MA, Ph.D., Michigan State University

Teaching Experience: Michigan State University, Kalamazoo College

University of Massachusetts at Amherst among others

Courses: Elementary Japanese, Advanced Japanese, Japanese Affairs, Japanese Linguistics

Hitomi ABE, Instructor

Education: BA, Hokkai Gakuen University, MA, Hokkaido University

Teaching Experience: Hokkaido University, Hokkaido Bunkyo University, Northern Regions Center

Courses: Elementary Japanese, Intermediate Japanese, Advanced Japanese

Machiko TOMITA, Instructor

Education: BA, Fuji Women's College, MA, Hokkaido University

Teaching Experience: Hokkaido University, Northern Region Center, among others

Courses: Elementary Japanese, Intermediate Japanese, Comparative Studies of Japanese Culture

SAMPLE SYLLABUS

Elementary Japanese

Tu 14:30-16:00, We 8:50-10:20, Th 12:50-14:20, & Fr 12:50-14:20

Class room: BL2

Instructor: Tu&Th: Hisako Takano, Ph.D., We&Fr: Masanobu Nakatsugawa, MA

Office: Building 1 Room 434, Tel: 27-5434, e-mail: htakano@res.otaru-uc.ac.jp

Office hours: Tu 12:00-13:00 & Th 10:30-11:30 & By appointment

Course Description

Goal: This course is designed for those who have successfully completed Intensive Beginning Japanese and those who have already taken a Japanese language course at their home institution for one or two semesters, or equivalent thereof. This is a comprehensive, college-level language course, which puts equal emphasis on each of the four skills: speaking, listening, reading and writing. Especially, students will acquire the phonetic writing system, Hiragana and Katakana, and 50 to 100 Kanji (Chinese characters). This course covers most of the elementary grammar except for honorifics, passive, and causative constructions. By the end of this course students are expected to be able to function linguistically in a variety of everyday situations.

Textbook: *GENKI I*, The Japan Times

GENKI Workbook I, The Japan Times

Kanji & Kana by Hadamitzky & Spahn, Charles E Tuttle Company

Method: This course will be taught by a team of instructors. Tuesday and Thursday classes focus on the grammatical explanations and some basic exercises to help the students to understand them. These grammar classes will be conducted mostly in English. They are followed by two Lab classes (Wednesday & Friday), which focus on more drills and activities in which the students will practice how they apply their acquired grammatical knowledge to actual communications. Lab classes will be conducted mostly in Japanese.

Grading: Course grade will be determined by attendance & participation (10%), homework (10%), tests & quizzes (50%), and Final exam (30%).

Homework includes Kana- & Kanji-penmanship, a composition and among other things. Vocabulary- & Lesson-quizzes and Speaking- & Kanji-tests will be regularly given. The final exam will be given during the exam week.

Course Work: students are expected to do the following.

To attend every single class

To read the textbook and learn the new vocabulary before attending classes

To listen to the CD's, and read the dialogue repeatedly

To memorize the dialogue

To do the assigned homework AT HOME and hand it in on the due day

And preferably to watch TV at home at least 1 hour a day (but no more than 2 hours.)!

And please remember "No pains, no gains".

Class Schedule & Contents

09/29 (Tu)	L.4 Grammar (Existential sentences) & Dialogue	
09/30 (We)	L.4 Vocabulary & Practice	
10/01 (Th)	L.4 Grammar (Past tense) & Dialogue	
10/02 (Fr)	L.4 Exercises & Activities	Voc.-Quiz(L.4)
10/06 (Tu)	L.4 Reading & Writing drills	
10/07 (We)	Reading & Writing (L.1,2)	
10/08 (Th)	L.4 Exercises & Activities (+UE p/127)	Speaking-test 1(Dialogue4)
10/09 (Fr)	L.4 Review exercises	Voc.-Quiz(P127)
10/13 (Tu)	L.5 Grammar (Stative verbs) & Dialogue	
10/14 (We)	Lesson Quiz (L.4) L.5 Vocabulary & Practice.	
10/15 (Th)	L.5 Grammar (Stative verbs) & Exercises	
10/16 (Fr)	L.5 Review Exercises	Voc.-Quiz(L.5)
10/20 (Tu)	Reading & Writing (L.3 Kanji 1-15)	
10/21 (We)	L.5 Reading & Writing (+CN, p144)	Speaking-test2(Dialogue5)
10/22 (Th)	L.6 Grammar (TE-form)	
10/23 (Fr)	Lesson Quiz (L.5) L.6 Vocabulary & Practice	
10/27 (Tu)	L.6 Grammar & Dialogue	
10/28 (We)	L.6 Vocabulary & Practice	Voc.-Quiz(L.6)
10/29 (Th)	L.6 Exercises & Activities	
10/30 (Fr)	L.6 Review Exercises (+UE, p.165)	Speaking-test3(Dialogue6)
11/04 (We)	L.6 Reading & Writing drills	Katakana test
11/05 (Th)	Reading & Writing (L.4 Kanji 16-29)	
11/06 (Fr)	Lesson Quiz (L.6) L.7 Vocabulary & Practice	
11/10 (Tu)	L.7 Grammar (Progressive & Resultative)	Kanji-test (1-15)
11/11 (We)	L.7 Vocabulary (Kinship terms p184) & Practice	
11/12 (Th)	L.7 Grammar & Dialogue	
11/13 (Fr)	L.7 Exercises	Voc.-Quiz (L.7)
11/17 (Tu)	L.7 Reading & Writing	Speaking-test4(Dialogue7)
11/18 (We)	L.7 Review Exercises & Lesson Quiz (L.7)	
11/19 (Th)	L.8 Grammar (Plain/short form) & Dialogue	Kanji-test (16-29)
11/20 (Fr)	L.8 Vocabulary & Practice	
11/24 (Tu)	L.8 Grammar & Dialogue	Voc.-Quiz (L.8)
11/25 (We)	L.8 Exercises & Activities	Speaking-test5(Dialogue8)
11/26 (Th)	L.8 Reading & Writing (+CN, p.207)	
11/27 (Fr)	L.8 Review Exercises & Lesson Quiz (L.8)	
12/01 (Tu)	L.9 Grammar (TA-form, Relative clause) & Dialogue	
12/02 (We)	L.9 Vocabulary & Practice	
12/03 (Th)	L.9 Dialogue & Exercises	Voc.-Quiz (L.9)
12/04 (Fr)	L.9 Reading & Writing (+CN, p.226)	Speaking-test6(Dialogue9)
12/08 (Tu)	Reading & Writing (L.5 Kanji 30-43)	
12/09 (We)	L.9 Review Exercises & Lesson Quiz (L.9)	
12/10 (Th)	L.10 Grammar (Comparative) & Dialogue	
12/11 (Fr)	L.10 Vocabulary & Practice	Katakana test
12/15 (Tu)	L.10 Grammar & Dialogue, Vocabulary	
12/16 (We)	L.10 Exercises & Activities	Voc.-Quiz (L.10)
12/17 (Th)	L.10 Reading & Writing (+CN,p.247)	Speaking-test7
12/18 (Fr)	L.10 Review Exercises & Lesson Quiz (L.10)	
12/22 (Tu)	Reading & Writing (L.6 Kanji 44-58)	Kanji-test (30-43)

01/08 (Fr)	L.11 Grammar & Dialogue	Composition due
01/12 (Tu)	L.11 Vocabulary & Practice	
01/13 (We)	L.11 Practice & Dialogue	Voc.-Quiz (L.11)
01/14 (Th)	Reading & Writing (L.7 59-72)	
01/19 (Tu)	L.11 Review Exercises (+UE, p.265)	Kanji-test(44-58)
01/20 (We)	L.11 Reading & Writing (+CN, p.264)	Speaking-test8
01/21 (Th)	L.12 Grammar & Dialogue	
01/22 (Fr)	L.12 Vocabulary & Practice	
01/26 (Tu)	Reading & Writing (L.8 73-86)	
01/27 (We)	L.12 Review exercises	Voc.-Quiz (L.12)
01/28 (Th)	L.12 Reading & Writing (+CN, p.286, UE, p.287)	
01/29 (Fr)	L.11&L.12 Review	Kanji-test (59-72)
02/04 (Th)	Final Exam (Lesson Quiz L.11&12, Kanji & Speaking)	

Daily Life

After your arrival

A tutor will be arranged to meet you when your flight arrives at the New Chitose Airport (CTS). He or she will meet you at the exit right after the baggage claim in order to accompany you to the University. Your tutor will take you to Otaru city and help you settle down.

Following are some useful information and the procedures that you will go through upon your arrival.

1. To Hokkaido

Otaru University of Commerce is located in Otaru city, Hokkaido Japan. Please arrange to have your flight arrive at New Chitose Airport (CTS).

Please arrange your flight to arrive in Otaru on the following suggested dates.

Students with Intensive Japanese Course: September 5, 6, 7

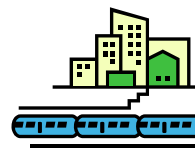
Students without Intensive Japanese Course: September 12-15, 19

*Note: September 18 is the National Holiday and the university is CLOSED.

2. To Otaru City

A designated tutor (for YOUC students, we assign tutors) from OUC will meet you at the airport. He/She will come along with you to Otaru City by train (via JR = Japan Railways Hokkaido, approx. 80 minutes, 1,780 JPY). Once you arrive at Otaru station you can take either a bus or a taxi (bus: 220 JPY, taxi: approx. 800 JPY) to Otaru University of Commerce.

(Note: Fares are subject to change)



3. Visit the International Office:

Your tutor will take you to the International office upon your arrival.

- Please bring your passport and residence card (if it is issued at the airport) for photocopies.
- You will be given the key for your room in the International House. Your tutor will take you to the House.
- You will be given your private mail-box for notices from the office. Your tutor will show you the location of your mail-box.

4. Necessary paper works

(1) National Health Insurance

All international students who will stay in Japan for 3 months or over are required to register for National Health Insurance. For most of our students the insurance premium is around 1,400 - 1,500 yen per month (the insurance premium depends on the income levels earned in Japan). The insurance covers 70 percent of most ordinary medical costs. Students incurring major medical expenses because of hospitalization may be further eligible for a refund or loan from National Health Insurance to cover the excess amount.

(2) Move-in notification

Foreign nationals in Japan must complete applications for Move-in notification at the municipal office of the area in which they live. Any changes of their status should be reported immediately. The following documents are required for registration:

1. Move-in notification form. (prepared in the International Office)
2. Passport.
3. Residence card (if it is issued at the airport).

5. Other important issues

(1) Part-time job (Out-of-status activities)

International students with a college student status visa are prohibited to work in Japan. However, a limited job to compensate academic and living expenses may be allowed as long as you obtain permission from the Immigration Bureau and the job does not interfere with academic studies. You can apply for permission at the Narita, Haneda, Chubu, Kansai, New Chitose, Hiroshima and Fukuoka airport or at Immigration Bureau in Sapporo with your

residence card.

(2)Traveling outside Japan

When traveling outside of Japan during the term of your Japanese visa, students are required to notify the International Office. If you leave Japan temporarily with your residence card, you do not need to apply for a reentry permit at the Immigration Bureau before leaving.

International House

The International House, an apartment (flat) type dormitory for researchers and international students at Otaru University of Commerce, is located on campus of the university in the southwest of Otaru city, two kilometers up a steep hill from Otaru station. The address of the International House is: 4-4-15 Midori, Otaru, Hokkaido, 047-0034, Japan

1. Eligibility of residence

The following persons are eligible for residence in the International House:

1. International students attending OUC, and their spouse and children.
2. International researchers engaging in research at OUC for more than one month and their spouse and children.
3. Other persons approved by the house master.

2. Expenses to be paid by residents

1. Boarding fee or user's fee

- (1) Residents holding the title of international student must pay a boarding fee and residents holding the title of researcher must pay a user's fee as stipulated by the Ordinance of the Ministry of Education, Culture, Sports, Science and Technology.
- (2) The boarding fee and user's fee shall be paid monthly deducted from the resident's bank account.

Boarding fee (international students)

Type of room	Boarding fee (monthly)
Single room	¥ 6,400
Double room	¥ 12,900

2. Lighting and heating expenses, water charges

- (1) A resident must pay electricity, gas and water charges for his/her own living space directly to related companies. Payment is measured by separate meters attached to each room.
- (2) A resident is responsible for any payments which originate from a contract made by him/herself. Telephone is included in this example.

3. Security money deposit

A resident must pay the security money deposit before he/she starts dwelling in the International House as listed below. When a resident vacates his/her room, he/she must pay cleaning fees. The cleaning fee is deducted from the security money deposit.

Type of room	Security money deposit
Single room	¥ 40,000
Double room	¥ 70,000

3. Facilities

There are single and double rooms in the International House. Students with family members accompanying them may apply for a double room. Each room is equipped with a kitchen, a unit bath and the following facilities:

Single room

bed, quilt, mattress, mattress pad, desk, chair, desk lamp, book shelf, refrigerator, wardrobe, gas range, gas water heater, gas heater, intercom, TV, DVD player and dehumidifier

(2)Double room

bed, quilt, mattress, mattress pad, desk, chair, desk lamp, book shelf, refrigerator, wardrobe, washing machine, vacuum cleaner, dining table, two dining chairs, cupboard, gas range, gas water heater, gas heater, intercom, TV, DVD player and dehumidifier

There is a common room for the residents in the house. Coin-operated washers and dryers are available in the laundry room for single room residents.

4. NO SMOKING and NO ALCOHOL POLICY

SMOKING and ALCOHOL beverages are NOT ALLOWED in the International House at any time.

Otaru University of Commerce is 100% Alcohol FREE on its campus including university residence at any time.

Daily Life in Otaru

1. Living costs

Estimated living costs per month for the students living in the international house are as follows:

International House	6,400 yen
Food Expenses	18,000 yen – 25,000 yen
Books	5,000 yen – 10,000 yen
Utility	8,000 yen – 15,000 yen
National Health Insurance (mandatory)	1,500 yen
Other expenses	10,000 yen – 20,000 yen
Total	48,900 yen – 77,900 yen

2. Transportation

There is a bus service from Otaru station to the university. To reach the university, take the route 19 bus from Otaru station and get off at the terminal. The university is only across the road from the bus stop. The fare is 220 yen and it is common for all bus routes in the city center. Frequency of the bus service is about once every thirty minutes for most of the day and every ten minutes in the morning. **The discount bus card** can be purchased from the bus driver or at the window of the station terminal.

It is also possible to walk from the station or the city center to the university, and it takes around twenty minutes. However, since the university is located at the top of the mountain, many students who commute from the outside of Otaru take a taxi to go to the university in the morning, and walk when they go home in the evening. Usually, students share a taxi from the station. Even if students cannot find their friends at the taxi stop, it is a tradition to share with other students who are also waiting. They only need to prepare small changes beforehand. The fare is between 700 and 800 yen.

3. City life

The city center is walking distance from Otaru station. The city center is a long strip area between the station and the canal. There is a shopping mall that goes from the west to the east, which leads to Hanazono area. To the north in direction of the canal and the sea, there is a shopping area frequented by tourists famous for glassware and music boxes.

For a bigger shopping or concerts, students probably want to go to Sapporo, the biggest city in Hokkaido. There are two alternatives to go to Sapporo station. One is to take JR (Japan Railway) train (one-way fare: 640 yen) or to take a highway bus. The rapid train services (normally two services per hour) take you to Sapporo in thirty two minutes, and normal services take about fifty minutes. Trains are generally more punctual especially in the winter. Although the highway bus fare is slightly cheaper (one-way fare: 610 yen), it takes about one hour or more depending on the road condition. Highway bus discount cards are also available.

(Note: Fares are subject to change)



YOUC Program FAQ

YOUC Program frequently asked questions

Q. Do I need a Visa to enter Japan even if Japan does not require a Visa for visitors from my country?

A. Yes, you MUST apply for a Student Visa prior to entering Japan

Q. How much cash should I bring with me?

A. Students usually need about 120,000 Japanese Yen in cash until the time that they are able to establish a Japanese bank account and receive money wires from their home countries. Please do not expect to rely on a credit card or debit card. Credit cards cannot be used to pay for University related fees and there are few establishments in Otaru that will accept an international credit card. All of the banks in Otaru are regional banks so international debit cards and credit cards cannot be used at local ATM machines.

Estimate of minimum living cost for the first two weeks are approximately:

Transportation (from New Chitose Airport to Otaru): 3,000 yen

Security money deposit for your room: 40,000 yen

Rent for September: 6,400 yen

Food: 15,000 yen

Daily necessities and miscellaneous goods: 15,000 yen

Cell phone: 20,000-50,000 yen

Here is list of approximate fees and prices for your information:

Soft drink (500ml): 150 yen

Milk (1L): 200 yen

Bread (1 loaf): 200 yen

Lunch at OUC: 500 yen

Movie: 1,800 yen

Dinner out: 3,500 yen

Q. Can I be certain that there will be a room available for me at the International House?

A. Yes, all YOUC program students are eligible to live in the International House.

Q. How will I know my room number?

A. The International Office will give you the room information before you come to Japan and a key to the room upon your arrival.

Q. How far is the dormitory (International House) from the university?

A. The International House is on campus and it only takes within 5 minutes to walk to the main lecture building.

Q. Will I have free internet access in my room in the International House?

A. Yes, you can use Free Wi-Fi access there.

Q. Should I learn Japanese before coming?

A. We recommend that you study Japanese before coming if possible. There are quite a few students who understand and speak English at the university, but with the exception of the information counter at the airport, most people whom you will encounter at shops, businesses, and restaurants do not speak fluent English.

Many doctors at large hospitals are able to communicate in English and the names of train stations and other transportation information are also available in English.

If you have never studied Japanese you are eligible to sign up for the Intensive Beginning Japanese Course which starts in the middle of September.

Q. If I have very strong Japanese language skills may I enroll in courses that are taught in Japanese?

A. Yes, with permission from the instructor of the course, you are eligible to enroll in most of the same courses offered to Japanese students.

Please note that you may not attend language courses where the subject is language instruction of your native language. However, you may be eligible to take "Practicum in Language Teaching" where the subject matter is "teaching" your native language. More information will be available at the YOUC program orientation.