



Year at Otago University of Commerce

YOUC PROGRAM SYLLABUS

September 2014 — August 2015

YOUC Program

2014—2015

YOUC Program Overview

September 2014 – August 2015

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
- A student who meets YOUC program requirement

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

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 or spring semester.

Official academic semester period:

Fall semester: September – February

Spring semester: March – August

*Intensive Beginning Japanese course starts in the 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 at least 10 hours per week each semester.

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. Those students who are planning to participate in internship must achieve advanced level of Japanese skills before the internship starts. 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:

Otaru University of Commerce	UCTS
1 credit	1.94 UCTS points
2 credits	3.87 UCTS points
3 credits	5.81 UCTS points
4 credits	7.74 UCTS points
6 credits	11.61 UCTS points

Arrival and orientation

New YOUC students must arrive in Otaru no later than **September 24, 2014**. Orientation for students will be held on September 26. 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 middle of September. For details of the course, please refer to the course description.



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)
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)
North America	Muhlenberg College (United States)
	Oglethorpe University (United States)
	University of South Dakota (United States)
	Western Michigan University (United States)
Oceania	University of Otago (New Zealand)
	University of Wollongong (Australia)

Scholarships

Japan Students Services Organization (JASSO) each year offers scholarships for 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 (up to 10 times).

Students applying for the JASSO scholarship must have the JASSO application form filled out by a person of authority such as the study abroad office at their home institution.

IMPORTANT NOTE:

- 1.** Students from OUC partner universities are eligible to apply for JASSO scholarship. However, JASSO scholarship may not be granted to all the students who apply for YOUC. Please consult with the coordinator at your institution about allocation.
- 2.** The above condition is as of 2013, 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 Center 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 Center of Otaru University of Commerce no later than **April 10, 2014**. For further information, please contact the study abroad office at your home institution or the International Center of Otaru University of Commerce directly.

International Center

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

Fall Semester

Core subjects	Credits	Hours*	Page
Intermediate Macroeconomics	4	2	15
Japanese Economy	2	1	17
Intermediate Microeconomics	4	2	20
Introduction to Japanese Management	2	1	20
Asia-Pacific Economic Cooperation	2	1	24

Optional subjects	Credits	Hours*	Page
Business English II	2	1	27
History of English Literature II	2	1	28
English Literature II	2	1	29
Exercise and Sports d	1	1	29
Exercise and Sports f • g (Skiing: Intensive course)	1	1	30

Spring Semester

Core subjects	Credits	Hours*	Page
Topics in Microeconomics	2	1	33
Japanese Companies in Global Business	2	1	33
Marketing Strategy in Asia and Pacific	2	1	37

Optional subjects	Credits	Hours*	Page
Financial Economics	2	1	41
Business English I	2	1	43
Comparative Studies of Cultures I	2	1	44

* One lecture hour at Otaru University of Commerce is 90 minutes

Seminars (one year course)

Students can enroll in only one seminar from the below list because seminars are basically held at the same time on the same day. You will earn six credits after you successfully complete the one-year course. Students whose period of stay in Japan is only for one semester can earn 3 credits by taking a seminar during that semester.

Optional subjects	Credits	Hours*	Page
International Economics Seminar	6**	2	49
Seminar in Financial Economics	6**	2	49
Business Project Seminar	6**	2	50
Seminar in Sociolinguistics	6**	2	51

** 6 credits in two semesters

Japanese Language

Japanese language subjects	Credits	Hours*	Page
Elementary Japanese	4	4	56
Intermediate Japanese I	3	3	56
Intermediate Japanese II	3	3	57
Advanced Japanese I	2	2	57
Practicum in Language Teaching	1	1	57
Comparative Studies of Japanese Culture	2	1	58

Internship

In internship, students join in activities in a private company or other organizations, *conditional upon a match with a particular organization*. However, Japanese proficiency equivalent to Advanced Japanese course is required to enroll in Internship I. Normally, internship is held in August or September.

Please note that registration for the Internship course does not ensure that you will be matched up with a company.

Optional Subject	Credits	Hours*	Page
Internship I (Spring Semester)	2	-	-

Offered courses are subject to change.

Seminars, Japanese language subjects and Internships are counted as optional subject credits toward completion.

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

Syllabus

Fall Semester Subjects

Intermediate Macroeconomics

Instructor: Koji Yokota
Credits: 4 (2 hours per week)

Core Subject

1. Course objective and Methods:

This course aims at basic understanding of macroeconomics. In contrast to microeconomics, macroeconomics directly studies the relationship between the aggregate variables rather than pursuing rigor of microeconomics. For example, the knowledge of macroeconomics helps to understand the current state of economy from published indicators and to predict the consequences of a particular policy by the government.

The main objective of this course is to acquire the knowledge of macroeconomic theory. Applications are mentioned only in relation to the implications of the theory. Assignments are provided more or less weekly. Students should review the handouts for each assignment.

2. Course contents

This course has two 90-minute classes per week.

Week 1 Course outline

As is typical in Japanese universities, in the first week, the professor 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.

Week 2 Related notions and statistics (Chapter 2)

The following notions are introduced:

- Notions of value-added, nominal and real
- System of National Accounts (SNA)
- Price indices
 - GDP deflator, WPI and CPI
 - Paasche and Laspeyres indices
- Definition of unemployment and its difficulties
- Okun's Law and Phillips Curve

Week 3 The goods market (Chapter 3)

A basic mechanism to determine income level is presented in this class. For simplicity, price level and interest rate are assumed to be fixed (or given externally from out of the system). The content of this class consists of the core part of Keynes's theory which is once called "revolutionary" by Klein. His theory attracted much attention after a while of his publication in 1939 as it explained the great depression in 1930's well.

Week 4 Financial markets (Chapter 4)

Now that the mechanism to determine income level is introduced, we are led to revise so-called "classical dichotomy" which basically enables to isolate the money market from the real market. If we keep classical dichotomy with Keynesian income theory, the equation of exchange implies that we should have inflation during recession which is against the historical observation. Here, we introduce a theory for demand for money which is a function of interest rate. There are different ways to derive the demand for money, but here we follow classical explanation by Keynes which is called the liquidity preference theory.

Week 5 Goods and financial markets: the IS-LM model (Chapter 5)

In week 3, income theory is introduced with a temporary assumption that investment is exogenously given. In this week, it is explained that, in general, investment is affected by the level of interest rate, thus the real market is related to the financial market via this path. By this point, a complete model is derived for a short-enough period such that the change of

prices can be neglected. We use this model to observe the effects of various economic policies.

Week 6 The labor market (Chapter 6)

From this week, we proceed to an “extension part” of Keynesian theory which is basically introduced to encounter a new observation after the oil crisis in 1970’s. Imperfect competition and incomplete markets are explicitly introduced so that prices are determined by the “mark-up” principle and wages are settled through bargaining between workers and employers. These are a little ad hoc assumptions as workers are assumed to bargain in vein (why do they demand higher wages when they *know* it’s useless?), but it’s a good starting point and catches the main characteristics of the phenomena of interests.

Week 7 Putting all markets together: the AS-AD model (Chapter 7)

Week 6 introduced the relation between income and price levels in the supply side. On the other hand, the price level can affect the real money supply in the demand side if the monetary authority does not change its political stance. We observe the interactions between the supply and demand sides and see the importance of expectation played in the supply side. Also, we observe the neutrality of money in the medium-run after expectation is corrected.

Week 8 The natural rate of unemployment and the Phillips curve (Chapter 8)

Inflation, activity and nominal money growth (Chapter 9)

The outcome of week 7 is slightly different from the historical observation because the price level is fixed after short-run adjustment. In medium run, we tend to observe stable inflation rate instead of stable price level. This is so because we assumed that people tend to form expectation based on price level, not inflation rate. This week, we see what happens if people tends to form expectation based on inflation rate.

Week 9 Openness in goods and financial markets (Chapter 18)

The goods market in an open economy (Chapter 19)

Up to this week, we assumed that the economy is closed, i.e. there is no external trades. This is true for the world economy (until today we don’t have interterrestrial trades as far as I know), however it is often more convenient to treat explicitly trades with the outside economy for the analysis of a regional economy. The economy which explicitly takes into account the international trade is called an open economy. This week checks what kind of modification is required as we change the setup from a closed economy to an open one.

Week 10 Output, the interest rate, and the exchange rate (Chapter 20)

Exchange rate regimes (Chapter 21)

The world has been struggled for the best regime when there are multiple currencies in the world economy. It was only forty years ago that the world abandoned the gold standard and from then on the world is using the float exchange rate system, at least for the main currencies. This week studies various effects on economy brought by the exchange rate regimes.

Week 11 Expectations: the basic tools (Chapter 14)

Financial markets and expectations (Chapter 15)

We saw that expectation plays a significant role in the medium-run analysis. Its role in the financial market is analyzed more precisely, obtaining notions of yield curve and arbitrage.

Week 12 Expectations, consumption, and investment (Chapter 16)

Expectations, output, and policy (Chapter 17)

This week extends the contents of last week and observes the impacts of expectation on real terms such as consumption and investment. It is natural that investment decision is affected by expectation because investment must be ultimately financed by the sequence of profits raised from invested capitals. However, consumption is also affected by (future) wealth, therefore influenced by expectation.

Week 13 Depressions and slumps (Chapter 22)

High inflation (Chapter 23)

The analysis made in this course was focusing on ordinary cases in which the economy tend to go back to a new equilibrium fairly quickly. However, as history shows, there are cases where economy goes wrong for a sufficiently long time. One is the great depression which led Keynes to invent macroeconomics and another is the so-called “lost decades” of Japan from 1990’s to 2000’s. We will analyze these prolonged recessions and also study another pathology in the opposite direction, hyper-inflation.

Week 14 Should policy makers be restrained? (Chapter 24)

Monetary policy: a summing up (Chapter 25)

Fiscal policy: a summing up (Chapter 26)

This is a summarizing section which suggests what we should *actually* do through economic policies. We connect all the theories we have learned in this course with the actual economic phenomena.

Week 15 Liquidity preference revisited (handouts)

In the section of the financial market in this course, we followed the original Keynes’s argument. However, the liquidity preference theory has been criticized from the view point of rational expectation. We are going to check what was wrong with the Keynes’s theory and another theory of money demand which is robust against the criticism.

- Criticism against Keynes’s liquidity preference theory and rational expectation
- Portfolio selection and demand for money

3. Teaching materials

Course attendants must purchase the following textbook:

- Olivier Blanchard “Macroeconomics” 6th ed., 2012 (Pearson).

References for the last class is:

- Markowitz, “Portfolio Selection”, *Journal of Finance*, 1952.
- Tobin, “Liquidity Preference as Behavior Towards Risk”, *Review of Economic Studies*, 1958.

4. Grading

The grade is mainly based on the result of the mid-term and final examinations. The results of assignments are also a part of grading. Basically, these three have same weights and exams can be covered by application of homework, so students are encouraged to review and constantly do homework every week. Macroeconomics theory is constructed by adding new factors on the materials leaned by the previous week. Therefore, students are encouraged to mind that they are not behind the class materials every week.

5. Remarks

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Japanese Economy

Instructor: Koji Yokota

Core Subject

Credits: 2 (1 hour per week)

1. Course objective and method

This is an application course of economics which analyzes Japanese economy using theoretical tools. Topics are chosen from the current status and modern economic history of Japan. Most of classes are delivered in the style of lectures and, at the end of the course, there will be presentation

and discussion sessions by students. Examples of topics and related bibliography for presentations will be provided in the class.

2. Course contents

Introduction

Week 1 Course outline

As is typical in Japanese universities, in the first week, the professor 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.

Data analysis of recent economic trend in Japan

Week 2 and Week 3 Contribution analysis of recent economic achievement and growth accounting (theory and practice)

The classes will be held in the lab in the Information Center.

- Rationalization of contribution analysis and growth accounting
- Its advantages, disadvantages and relation to the ordinary econometric techniques
- How to use a spreadsheet program
- Discussion on current economic status of Japan based on the obtained data
- Comments on the source of economic growth and relations between facts on growth and the growth theory

Economic growth

Week 4 and Week 5 History of modern Japanese economy and its development

- Overview on chronology of Japan with the emphasis on the development of socioeconomic system
- Autonomous economic development toward modern capitalism under the *closed-door* policy during Edo period and the lag behind the industrial revolution caused by the policy
- Many once-called “Japanese production systems” have their origin in the production structure formed during WWII
- Economic policies in the recovery phase after WWII
- The high economic growth period and the effects of Oil crises
- The “bubble” period and the subsequent “lost decade”

Week 6 The facts of economic growth world-wide

- Convergence and “twin peaks” distribution of the world economy
- “African” problem of economic growth
- Production function

Week 7 Saving, capital accumulation and output (Chapter 11 of the textbook)

- IS balance and capital accumulation
- Economic growth and its implication

Week 8 Technological progress and growth (Chapter 12)

- Introduction of innovation factor to the growth theory and its implication

Bubble and inflation

Week 9 Arbitrage

- Arbitrage between safe assets
- Introduction of von-Neumann–Morgenstern expected utility function and arbitrage between risky assets

Week 10 Fundamental price

- Introduction of expectation operator
- No-Ponzi condition and elimination of irrational paths
- Pricing of stocks

Week 11 Rational bubble

- Introduction of a bubble term
- Empirical analysis of the asset price bubble in Japan's 1980s-90s

Trade friction and international trade

Week 12 History of trade friction

- Development of international trade
- History of trade friction
- International trade scheme: WTO

Week 13-14 Basic theory of international trade

We present a basic theory of international trade from a view point of intertemporal trades between two countries.

Various topics on current Japanese economy

Week 15 Presentation by students

3. Teaching materials

3.1 Textbooks

Course attendants must purchase the following textbook which will be used in the economic growth part of the course:

- Blanchard, *Macroeconomics* 6th ed. (2012), Pearson.

For other parts of the course, handouts will be given. The following textbook will be convenient as a reference in the international trade part of the course which is available in the library:

- Obstfeld and Rogoff, *Foundations of International Macroeconomics* (1997), MIT Press.

3.2 References

Bibliography will be given in class. There are several books, though not many, on Japanese economy:

- Flath, *The Japanese Economy*, Oxford University Press, 2000.
- Ito, *The Japanese Economy*, MIT Press, 1992.
- Nakamura, *The Postwar Japanese Economy*, 2nd ed., University of Tokyo Press, 1995.

4. Grading

The grade is based on the results of the mid-term and final examinations and quality of presentation, which have equal weights. Naturally as an application course, some classes contain a little advanced contents. Students are encouraged to review the textbook or handouts and efficiently use the office hour.

Intermediate Microeconomics

Instructor: Naoki Kojima
Credits: 4 (2 hours per week)

Core Subject

1. Course objective and method

The course covers standard topics of microeconomics. We will study classic topics in perfect competition beginning by consumer theory, producer theory and so on. Depending on availability of time, we might cover some topics touching on imperfect competition.

2. Target students

Students are expected to enjoy arguments with mathematics although the required level is not so high. Basic calculus and algebra suffice. We plan to review them when needed. I will tailor the course according to the students' technical preparedness and make the course self-contained. That said, I suppose the students to be either those who have prior knowledge of microeconomics or who are fairly good at the mathematics above mentioned.

The only caution to give is: you should not take this course if you will shy away from equations!

3. Teaching materials

We plan to use Hal Varian's "Intermediate Microeconomic: a Modern Approach" Norton, 2003 as a textbook.

4. Policy

No attitude lacking sufficient respect in a class room is tolerated. Students who behave in such a way are immediately excluded.

5. Grading

Evaluation will be made principally on the exam at the end of the term and class time attitude.

6. Topics to be covered

Please refer to the table of content of the textbook.

Introduction to Japanese Management

Instructor: Neil Clymer
Credits: 2 (1 hour per week)

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. Students are expected to understand concepts such as corporation, revenue, income, monopoly, organization chart, stock, debt, etc.

There are certain immutable aspects to business in any country and Japan is no different in this regard. Enterprises in the United States, or Europe, or Japan, or elsewhere are financed with debt and equity. Companies create value by providing their customers with products and services, and over time, companies need to be profitable. Managers follow strategies and policies; and organizations are almost always arranged into functional departments. In this course we study these issues as they pertain to Japanese management.

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. Since I am American and have experience and familiarity with business institutions both in the United States and Japan, sometimes during this course, we will contrast Japanese and American business institutions and management practices. There are fascinating differences here, in particular, regarding human resource practices and in the management methods that are used in manufacturing enterprises.

2. Course contents

Week 1 Course outline

As is typical in Japanese universities, in the first week, the professor 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.

Week 2 and

Week 3 Commercial history and geography of Japan – Contents include

- Basic geographic facts of Japan
- Phases of Japanese economic development
- Effects of post war U.S. and Japanese political and economic policies
- Institutional aspects of post war Japanese industrial progress
- Describe events subsequent to bursting of the bubble economy

Based partially on material from: Japan as it is, Tanaka, Yoshio (senior editor), (1990), Paul Kennedy, The Rise and Fall of the Great Powers, (1987), Sei, Yong Cho, Japanese Economic Planning 1952-1962, (1965), Yamamura, Kozo, Competition and Monopoly in Japan, 1945-1961, (1964), June Kinoshita and Nicholas Palevsky, Gateway to Japan, (1998)

Week 4 Japanese Multinational Corporation and Important Japanese industries – 1

- Describe the unique attributes of the Japanese multi-national corporation. We discuss the nature of the modern multinational corporation.
- List and discuss following important industries in Japan
 - Agriculture and Fishing
 - Energy
 - Steel
 - Construction
 - Heavy equipment

Based partially on material from: Jacoby, The Embedded Corporation, (2005)

Nippon 2006 - Business Facts and Figures, World Economic Information Services, Japan statistics bureau and other sources

Week 5 Japanese Multinational Corporation and Important Japanese industries – 2

- This lecture is a continuation of last week's discussion of major industries in the Japanese economy.
- We look for both similarities and differences between Japanese industry and the industrial environments of your country.
- List and discuss following important industries in Japan
 - Semiconductors
 - Diversified electronics
 - Trading companies
 - Banking
 - Beverages

- Transportation

Based partially on material from: Jacoby, The Embedded Corporation, (2005)
Nippon 2006 - Business Facts and Figures, World Economic Information Services, Japan statistics bureau and other sources

Week 6 and

Week 7 Human Resource Management

- Position of organizational theory and management science vis-à-vis the other social sciences
- An overview of theories related to organizational theory and management science including Chandler, Taylor, McGregor, Mayo, Barnard, and Ouchi
 - Bureaucratic theories - supervision and structure
 - Tall versus flat organizations
 - Span of command
- Corporate Governance and Human Resource Management in Japan
- The three pillars of the Japanese employment system
 - Lifetime employment
 - Age based promotion
 - Enterprise unions

Based largely on material from: Jacoby, The Embedded Corporation, (2005), Moriguchi and Ono, Institutional change in Japan: Japanese lifetime employment: A century's perspective (2004) and other sources

Week 8 and

Week 9 Corporate structures in Japan

- U-Form and M-Form corporate structures and examples of each in the U.S. and Japan
- Inter-corporate structures in Japan
 - Financial groups
 - Keiretsu
- Typical organizational structure in a Japanese company

Based largely on material from: Jacoby, The Embedded Corporation, (2005) and other sources

Week 10 and

Week 11 Nature of manufacturing enterprises with a special emphasis on the automobile industry

- Brief early history of automobile manufacturing and the Ford Motor Company
- Early 20th century changes in the management of manufacturing
- Role of manufacturing in a modern economy
- Concepts of Added Value and Indirect Exports
- Why manufacturing is important in a healthy economy
- What happened to American manufacturing?
- Philosophy of Japanese manufacturers

Based on material from: Ryckebusch and Uchikoga, Toshiba: Ome Works, (case study) (1999), Liker, The Toyota Way, (2004), Womack, James P., Jones, Daniel T., and Roos, Daniel, The Machine that Changed the World: The Story of Lean Production, and other sources

Week 12 and

Week 13 and

Week 14 Lean manufacturing in Japan – Toyota Way and Toyota Production System

- Brief history of Toyota Motor Corporation

- Major competitors in the automotive industry
- Why auto manufacturing is so important to the Japanese economy
- Lean manufacturing – Japan's quintessential contribution to manufacturing
- The "Toyota Way" philosophy: Principles 1 and 9 through 14
- Toyota Production System principles 2 through 8
- Lean manufacturing principles applied to other industries

Based largely on material from: Liker, *The Toyota Way*, (2004), Abernathy, *The Productivity Dilemma*, (1978), Womack, Jones, and Roos, *The Machine that Changed the World: The Story of Lean Production*, (1990), and other sources

Week 15 Review for final exam

3. Teaching materials

Each student who attends in this course is required to purchase the books listed below:

Jacoby, Sanford M. (2005), *The Embedded Corporation*, Princeton University Press

(ISBN: 0-691-11999-6) and

Liker, Jeffrey. (2004) *The Toyota Way*. McGraw-Hill (ISBN: 0-07-139231-9).

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

pdf files of each lecture will be given to the students **prior** to class. Students are encouraged to review the lecture material before attending the lecture. All lectures are conducted in English. Students attending this class must have a working knowledge of computers and will have to use the Internet in their studies. Students are responsible for the material in assigned readings and lecture material.

4. Assignments and Grading

Grading will be based on class participation, an individual paper concerning a topic related to Japanese management, and a final exam.

Quality of class participation: 10%

All students are encouraged to participate in class with questions and opinions. The professor regularly pauses during each lecture to toss out questions that are open to the floor. Foreign and Japanese students come to our program with varied competencies in spoken English. Fellow students are encouraged be courteous and patient while others are expressing their opinions.

Japanese Industry Paper: 40%

Each student must turn in a written paper and a CD containing only one Word file of the exact same paper no later than the due date, about 2/3 through the semester. A detailed description of this assignment will be given to the students in the first class.

The paper should address the following issues:

- History leading up to the present regarding the issue
- Whether the institution, the policy, the business practice, or the phenomenon is a foreign import or has it organically emerged from Japanese soil?
- How and why is the institution, policy, business practice, or phenomenon unique to Japan?
- Explain whether this institution, policy, business practice, or phenomenon has made Japanese companies more or less internationally competitive.
- Explore the effects on parties other than Japanese companies, such as the Japanese public, people in foreign countries, foreign competitors, or others.
- Speculate on future developments

Otaru University of Commerce strictly forbids plagiarism. As part of this assignment each student must print out source material for each internet reference or make a photocopy of source material for

each hard copy reference and the student must keep these materials until the end of the semester. The professor may ask any student for copies of original source materials cited within the student's paper. A complete description of what is and what is not plagiarism is given to the students in the first class. If there is any evidence of plagiarism the student will fail the class. Further, this is strictly an individual assignment. If there is any evidence of multiple students presenting the same work, both students will fail the assignment.

Final Exam: 50%

A final exam for this class is given during exam week. The exam contains three types of questions: Multiple choice, True/False, and Short answer (two sentences or less, usually short phrases or groups of words.) The test is designed to fairly assess the knowledge of both native and non-native speakers of English.

Asia-Pacific Economic Cooperation

Instructor: Hideki Funatsu
Credits: 2 (1 hour per week)

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 engaged 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 a sufficient number of 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

- (1) What is APEC?
APEC is the premier forum for facilitating economic growth, cooperation, trade and investment in the Asia-Pacific region.
- (2) 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.
- (3) 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

- (4) 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
- (5) Bogor Goals
Free and open trade and investment in the Asia-Pacific by 2010 for industrialized economies and 2020 for developing economies.
- (6) Brief history of APEC

Reference: APEC Homepage www.apec.org

Week 2 US-Japan Trade Relation

- (1) 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
- (3) 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.
- (4) 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)
- (5) 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.
- (6) 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

- (1) The Concept of Comparative Advantage
Why is international trade good for a developing country?

	Rice	Car
Japan	1	1
China	2	10

- (2) 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.
- (3) 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.
- (4) 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

- (1) 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
- (2) 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**Week 10 The Current Economic Conditions of Asia and the Pacific****Week 11 Human Resource Development and Economic Cooperation****Week 12 Country Risk and Export Credit Insurance****Week 13 Free Trade Zone and Regional Development****Week 14 International Student Mobility and Regional Economic Integration****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%

Business English II

*Instructor: Shawn Clankie
Credits: 2 (1 hour per week)*

Optional Subject**1. Course objective and Method**

This will be a content-based course in Business English focusing in particular on business events in Hokkaido. Many of the topic that we talk about in this class are based upon the events of the moment happening in this region. We use those events as prompts for discussions, vocabulary building and exchanging ideas in English. Therefore, the goals for the course are:

- a. Build self-confidence in the students' speaking abilities as applicable to a variety of business settings.
- b. Express themselves in English at a professional level.
- c. Build the students' understanding of business events in this region.

2. Course contents

- Week 1. Zombie Companies
- Week 2. Underemployed groups
- Week 3. Otaru Revitalization
- Week 4. The Business of Education
- Week 5. Niseko
- Week 6. Opening a business in Japan
- Week 7. Downsizing
- Week 8. Good businesses in a bad economy
- Week 9. The TPP
- Week 10. Japanese Banks
- Week 11. Shukatsu
- Week 12. New Businesses
- Week 13. Aging Japan
- Week 14. Casinos
- Week 15. The future

3. Teaching materials

Handouts will be given by the instructor.

4. Grading

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

History of English Literature II

Instructor: Noriko Inoue
Credits: 2 (1 hour per week)

Optional Subject

1. Course objective and Method

Reading English Classical Detective Novels

In this course we read short stories by some of the most well-known English mystery writers - Arthur Conan Doyle, G. K. Chesterton and Agatha Christie. The aim of this course is to analyse the structures and themes of these short stories and thereby to understand the development of the detective novels and the different approaches taken by these writers.

2. Course contents

Summary, discussions and presentations by students.

We read short stories featuring Sherlock Holmes, Father Brown, Hercule Poirot and Miss Marple.

3. Teaching materials

To be announced at a later time.

4. Grading

Grading will be based on homework, final essay, participation in class activities and attendance.

English Literature II

Optional Subject

Instructor: Noriko Inoue
Credits: 2 (1 hour per week)

1. Course objective and Method

Reading Jane Austen: *Pride and Prejudice*

In this course we read *Pride and Prejudice* by Jane Austen, first published in 1813. Although the story is set at the turn of the 19th century, it retains a fascination for modern readers and has become one of the most popular novels in English literature. The aim of this course is to analyse the structure, characters and themes of the novel as well as to understand the cultural and social backgrounds of the period in which the novel was written.

2. Course contents

Summary, discussions and presentations by students.

3. Teaching materials

Pride and Prejudice by Jane Austen
 Penguin Classics

4. Grading

Grading will be based on homework, final essay, participation in class activities and attendance.

Exercise and Sports d

Optional Subject

Instructor: Keiichi Hanawa
Credit: 1 (1 hour per week)

1. Course objective and Method

Providing information related to physical fitness, including the importance of fitness to personal health, methods of determining levels of fitness, and appropriate avenues through which acceptable levels of fitness can be developed and maintained. Providing opportunities to develop proficiency in a variety of specific motor skills and in movement in general.

2. Course contents

- Getting regular exercise
- Keeping in good physical condition
- Making new friends
- Controlling weight

Learning lifetime activity skills and habits
 Developing sport skills
 Prevention, detection, and correction of physical defects

3. Grading

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

4. Remarks

Students will be required to wear appropriate clothing for each physical activity and some type of rubber-soled athletic shoe. Street clothes, shoes, jeans or cutoffs are not acceptable. All students will be required to submit a test to determine their level of fitness at the beginning of the program except Alpine skiing.

Exercise and Sports (Skiing f•g: Intensive course)

*Instructor: Keiichi Hanawa,
 Yoshinao Nakagawa, Kaori Ishizaki et al
 Credits: 1 (3 days)*

Optional Subject

Ski Area: Asari-kawa spa. Meet in front of Center House

Date: December 23(Tue), 24(Wed), 25(Thu) 2014

Hours: 8:50-16:00 hrs

Lift Ticket: 1,300 yen per day (ticket sold on the day)

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

Levels of skiing class (beginner/intermediate/advanced)

1. Advance class (able to make short parallel turns and execute tight turns)
2. Intermediate (able to make 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)

Requirements

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

Spring Semester Subjects

Topics in Microeconomics

Instructor: Naoki Kojima
Credits: 2 (1 hour per week)

Core Subject

1. Introduction

In classical microeconomics, one takes for granted the premise that every economic agent is a price taker and does not have any impact on price. This course aims to go beyond this classic premise and analyze various situations, economic, political or social in the framework of game theory. In short, this is a course on introduction to game theory.

2. Prerequisites

Students do not need any prior knowledge of microeconomics although it does not do them any harm either. Only students need to be accustomed to and ready for arguments with equations. Reasoning in the course is more technical than descriptive. For economic students, it is nothing but usual. All who are ready to enjoy a bit of mathematical reasoning are welcome.

3. Teaching materials

We plan to use Martin Osborne's "An Introduction to Game Theory", Oxford University Press, 2004 as a textbook.

4. Grading

Evaluation will be made principally on the exam at the end of the term. The attitude in class is not negligible, however.

5. Policy

My personal policy is to do something intellectually challenging in a course but to be generous or humane in final evaluation.

Also, I trust students' common sense so that I do not tolerate the use of a mobile phone etc. in the class room. Zero tolerance on that!

6. Topics to be covered

- Strategic game
 - Nash equilibrium
 - Cournot competition
 - Bertrand competition
 - Electoral competition
- Extensive game
 - Nash equilibrium
 - Subgame perfect equilibrium

Japanese Companies in Global Business

Instructor: Neil Clymer
Credits: 2 (1 hour per week)

Core Subject

1. Course objective and method

This course focuses on many aspects of international business. Although we try to concentrate on international business as it is conducted in Japan and by Japanese companies abroad, the nature of

the topic lends itself to understanding all international business relationships and transactions.

We will approach the topic of international business from three perspectives. First, we will study theories related to international trade and investment. We can say that an international transaction has taken place when a person or institution in one country buys, sells, or invests with a person or institution in another country. The transaction might be as simple as the purchase of bottle of Coca Cola or as complex as foreign direct investment in a telecommunications company. Although international trade has been with us for centuries, the theories we will study will help us to understand why international trade and investment has burgeoned over the last 50 years.

Second, we will learn about the institutional frameworks for international business. Since the end of the Second World War, many important institutions and multi-national agreements have been created to improve, monitor, and regulate every facet of international commerce. Some of these institutions include the Bretton Woods System, the World Bank, the IMF, successive rounds of GATT negotiations, the World Trade Organization, harmonized tariff schedules, international balance of payments system, and periodic emergency measures related to currency stabilization, and debt relief.

Lastly, we will study how multi-national corporations shape their strategies and organizational structures. In order to succeed, it is becoming increasingly important for major companies to understand business beyond the borders of their home markets. International operations have an impact on the finance, marketing, production, information technology, legal, and human resources functions. We will learn how multi-national corporations adapt their organizations and strategies in order to take advantage of international opportunities.

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

- | | |
|----------------------|--|
| Week 1 | <p>Course outline</p> <p>As is typical in Japanese universities, in the first week, the professor 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.</p> |
| Week 2 | <p>Introduction & International legal & political forces</p> <ul style="list-style-type: none"> ▪ Basic forms of international business activities ▪ The multi-national corporation ▪ Legal issues that affect international business ▪ Legal institutions in Japan that are relevant to the conduct of commerce ▪ Concept and examples of political risk <p>Griffin & Pustay, Chapters 1, 2, and 3; pages 2 – 77, and additional information related to Japan.</p> |
| Week 3 and
Week 4 | <p>International trade theories</p> <ul style="list-style-type: none"> ▪ Country based trade theories <ul style="list-style-type: none"> ▪ Mercantilism ▪ Absolute Advantage ▪ Comparative Advantage ▪ Comparative Advantage with Money ▪ Relative Factor Endowments ▪ Firm based trade theories <ul style="list-style-type: none"> ▪ Country Similarity Theory ▪ Product Life Cycle Theory |

- Global Strategic Rivalry Theory
 - Porter's National Competitive Advantage
 - Forms of international investment
 - Economic and political factors that influence foreign direct investment
- Griffin & Pustay, Chapter 6: pages 144 – 175

Week 5 and

- Week 6 National and international trade policies
- Advantages, disadvantages, and arguments in favor of and against governmental intervention in international trade
 - Methods that countries use to promote and restrict trade
 - Role of domestic politics in formulating a country's international trade policies
 - Importance of GATT and the WTO in promoting international business
 - Operations and functions of the WTO
 - Forms of economic integration among cooperating countries
 - Major trading blocs in the world economy
- Griffin & Pustay, Chapters 9 and 10: pages 237 – 295, Understanding the WTO, Published by the World Trade Organization, 2007

- Week 7 International strategic management
- Definition of strategy
 - Cover a brief history of modern corporate strategy
 - Explain the roles of corporate strategy
 - Strategy development methods
 - Strategy creation processes
- Griffin & Pustay, Chapter 11: pages 296 – 323

- Week 8 Entering foreign markets
- Forms of exporting and the types of intermediaries available to assist firms in exporting their goods
 - Advantages and disadvantages of international licensing, franchising, and contract manufacturing
 - The greenfield and acquisition forms of FDI
- Griffin & Pustay, Chapter 12: pages 324 – 357

- Week 9 Alliances, joint ventures, and outsourcing
- Types and characteristics of strategic alliances
 - Joint ventures with other forms of strategic alliances
 - Outsourcing as a strategic business decision
- Griffin & Pustay, Chapters 13 and 14: pages 358 – 411, and Geringer and Herbert Control and performance of international joint ventures, (1989), Pruitt & Carnevale, Negotiation in Social Conflict, (1993), Child & Faulkner, Strategies of Cooperation, (1998)

- Week 10 Analysis of an international corporation - Nikon
- Corporate history – How they got here
 - Products and services
 - Manufacturing strategy
 - Revenues by region, Sales trends – What does that tell us about their markets?
 - Profitability and expenditures – What does this tell us about the industry, competitors, competitive advantage?
 - Organization – Relation to international markets
 - Intellectual property and other international issues

Nikon Annual Report 2006, Nikon Fact Book 2006, other sources

- Week 11 International monetary system and balance of payments
- Role of the international monetary system in promoting trade and investment
 - Evolution and functioning of the gold standard
 - Evolution and functioning of the flexible exchange rate system
 - Role of the World Bank Group and the International Monetary Fund
 - Function and structure of the balance of payments accounting system
- Griffin & Pustay, Chapter 7: pages 176 – 209, The World Bank, Global Monitoring Report 2007, FT.com, “IMF is sixty years on, and still contentious”, 2004
- Week 12 International financial markets and strategies -1
- Role of international banks in the foreign-exchange market
 - Operations of a commercial bank
 - Commercial banks - Corporate clients
 - Overseas banking operations and Offshore financial centers
 - Fundamentals of international debt markets
 - International bond market
 - Eurocurrency market
- Griffin & Pustay, Chapter 8: pages 210 – 235, other sources
- Week 13 International financial markets and strategies -2
- Description of the yield curve
 - Nature of foreign currency markets
 - FX terminology
 - Foreign exchange quotes
 - Spot and forward currency markets
 - Basics of foreign currency arbitrage and hedging strategies
 - Strategies and risks
 - Foreign currency futures and foreign currency options
- Griffin & Pustay, Chapter 18: pages 500 – 531, other sources
- Week 14 International financial markets and strategies -3
- Swap transactions
 - Advantages and disadvantages of forms of payment for international transactions
 - Payment in advance
 - Open account
 - Documentary collection
 - Letters of credit
 - Credit cards
 - Countertrade
 - Techniques used by firms to manage their working capital
 - Methods for evaluating investment decisions
- Griffin & Pustay, Chapter 18: pages 500 – 531, other sources
- Week 15 Review for final exam

3. Teaching materials

Each student who attends in this course is required to purchase the textbook:

Griffin, Ricky W., & Pustay, Michael W. (2012). International Business: A Managerial Perspective,

7th Edition (International Edition). Prentice Hall. Other materials will either be provided by the professor or are available from the internet.

pdf files of each lecture will be provided **prior** to class. Students are encouraged to review the lecture material before attending the lecture. All lectures are conducted in English. Students attending this class must have a working knowledge of computers and will have to use the Internet in their studies. Students are responsible for the material in assigned readings and lecture material.

4. Grading

Grading will be based on class participation, Japanese company strategy paper, and a final exam.

Quality of class participation: 10%

All students are encouraged to participate in class with questions and opinions. The professor regularly pauses during each lecture to toss out questions that are open to the floor. Foreign and Japanese students come to our program with varied competencies in spoken English. Fellow students are encouraged to be courteous and patient while others are expressing their opinions.

Mid-term Exam: 40%

A mid-term exam for this class is given about half-way through the semester. The exam contains three types of questions: Multiple choice, True/False, and Short answer (two sentences or less, usually short phrases or groups of words.) The test is designed to fairly assess the knowledge of both native and non-native speakers of English.

Final Exam: 50%

A final exam for this class is given during exam week. The exam contains three types of questions: Multiple choice, True/False, and Short answer (two sentences or less, usually short phrases or groups of words.) The test is designed to fairly assess the knowledge of both native and non-native speakers of English.

Marketing Strategy in Asia and Pacific

*Instructor: Neil Clymer
Credits: 2 (1 hour per week)*

Core Subject

1. Course objective and method

The primary objective of this course is to introduce students strategic management issues that face Asian companies. Students are expected to apply their knowledge and critical thinking skills in the context of real-life business dilemmas. Classes are conducted the same way as many MBA courses, lectures followed by case studies that serve to reinforce the lecture material.

The lecture material in the class that precedes each case will apply to the case study that will be covered during class the following week. In the week following these lectures, the class will begin with the case discussion. In some weeks, we will discuss the case during the first half the class period, and then, during the second half of the class period we will have a lecture concerning the topic that applies to the case for the next week's class. On other occasions, the entire class will be devoted to either a lecture or a case study. It is critical that each student read the case study material before arriving in class. About 2/3 through the semester, I give a lecture on effective presentations. In the two class periods that follow, groups of students present their strategies for a hypothetical business proposal.

Students are challenged to understand the motivations and processes that businesspeople use to create strategy. My definition: "Strategy is previously conceived behavior that coordinates action

with purpose.” What rests behind this definition is that we have to think about a purpose that is clear in our minds and we must be able and willing to take deliberate actions that are congruent with that purpose. The cases stress issues that transcend functional disciplines such as marketing, finance, accounting and human resources. Instead, most of the case studies focus on strategic planning, competitive and consumer behavior, and entrepreneurial skills.

The course also concentrates on strengthening students’ acumen of Asian business. Most of the case studies emphasize business and management issues in Japan, Greater China, South Korea, and Singapore. Asian values and Asian institutions affect the decision making of companies, consumers, supplies and competitors in Asia. Students learn that strategy must be appropriate for the period in time, appropriate for competitive environment, and appropriate for the region.

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

- Week 1 Course outline
As is typical in Japanese universities, in the first week, the professor 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.
- Week 2 Overview of the nations of Asia
- Geographic regions of Asia
 - Official and PPP adjusted GDP per capita throughout Asia
 - Lorenz Curve and Gini Coefficient - Differences throughout Asia
 - Country specific facts
 - Japan ▪ China ▪ India
 - South Korea ▪ Taiwan ▪ Indonesia
 - Hong Kong ▪ Thailand ▪ Malaysia
 - Singapore
 - Short discussion about next week’s case - INSEAD:One School, Two Campuses - Going to Asia
- Week 3 Strategic planning case study
- INSEAD: One School, Two Campuses - Going to Asia case discussion
 - History of INSEAD ▪ History of graduate school education
 - What process INSEAD did use to evaluate its options?
 - What is the competition doing and why?
 - Does INSEAD have a competitive advantage in Asia?
 - Other questions and issues
 - Lecture on brand management in Asia
 - Examples of national Japanese brands
 - Examples of global Asian brands
 - How firms use their brands to capture value in the value chain
 - Other brand management issues
 - Short discussion about next week’s cases – Reinventing Acer and BenQ : Inspired by Acer
- Week 4 Value of company brands case study
- Reinventing Acer
 - Taiwanese PC industry up through the mid-1990s
 - What are Acer's Strengths, Weaknesses, Opportunities, and Threats?
 - What is Stan Shih's "Smiling Curve" and what are the implications for the Taiwanese PC industry? ▪ Other questions and issues

- BenQ : Inspired by Acer
 - Why did Acer spin off BenQ as a separate company?
 - What roles does China play in BenQ's growth strategy?
 - What is the strategy behind the BenQ brand image and how is it different from the Acer brand image?▪ Other questions and issues
- Short discussion about next week's case – French wine in Asia

- Week 5 Market segmentation case study
- French wine in Asia
 - Why were French wines so much more successful throughout Asia than wines from other countries?
 - In Asia, is wine a luxury good? ▪ Substitutes and complements
 - Age and gender demographics of Asian wine drinkers
 - Other questions and issues
 - Lecture on market research methods
 - Types of surveys ▪ What data is recorded and why
 - Overview of what we can and cannot learn from statistics
 - The nature of statistical bias

- Week 6 Pricing lecture
- Pricing playing field
 - Pricing strategies
 - Cost plus ▪ Market based pricing
 - Discriminative pricing ▪ Product lifecycle pricing
 - Loss leader ▪ Bundling
 - Discounting strategies
 - Lower than usual costs ▪ Product obsolescence / discontinuance
 - Promotion of networking effect ▪ Financial exigencies
 - Competition ▪ Time limitation
 - Why is efficient pricing critical?
 - Direct price response survey calculation
 - Price optimization ▪ Psychological factors
 - Short discussion about next week's case – Shanghai underwater world

- Week 7 Market survey and pricing case study
- Shanghai underwater world case
 - Initial limitation existed for Haw Par's business opportunity in Shanghai
 - What methodology was used for the study?
 - How did the study address the three issues of:
 - Concept ▪ Location ▪ Price
 - Are there any implicit assumptions in this study that may need to be tested?
 - What is significant about the economics and demographics of China that might make this idea attractive?
 - Lecture on venture capital in Asia
 - Creating business plans
 - Short discussion about the next cases – QB House and Dr Fresh

- Week 8 Quality presentations
- Analyze audience
 - Research topic
 - Select best organizational pattern
 - Topical ▪ Spatial ▪ Chronological ▪ Causal
 - Guidelines for creating the presentation

	<ul style="list-style-type: none"> ▪ Complete outline or storyboards ▪ Supporting materials ▪ Stylistic devices in English ▪ Examples ▪ Practice using visual aids ▪ Vocal emphasis ▪ Design rules for text visuals
Week 9	Student presentations
Week 10	Student presentations
Week 11	<p>Entrepreneurial business case studies</p> <ul style="list-style-type: none"> ▪ QB House - "10 minutes - Just Cut" <ul style="list-style-type: none"> ▪ What led Kuniyoshi Konishi to start QB House? ▪ Did Konishi's background prepare him for the QB House venture? ▪ In what ways did Konishi use the media? ▪ Why did he design the service differently than conventional barber shops in Japan? <ul style="list-style-type: none"> ▪ How did QB House use IT applications? ▪ What is the future of QB House? ▪ Dr. Fresh <ul style="list-style-type: none"> ▪ Does Dr. Fresh have some of the same entrepreneurial qualities as Konishi? ▪ Lecture on competing standards ▪ Short discussion about next week's case – VHS versus Betamax
Week 12	<p>Industry standards case study</p> <ul style="list-style-type: none"> ▪ The triumph of VHS over Betamax <ul style="list-style-type: none"> ▪ Which company was the pioneer in magnetic video recording technology? ▪ What other firms were potential entrants and what strengths did they possess? ▪ Why did a standard develop in this industry? ▪ Economic and institutional paths for creating standards ▪ Institutional dictate <ul style="list-style-type: none"> ▪ Industry consensus ▪ Competition ▪ Antebellum railroads - absence of standards ▪ Did Sony have a "First mover advantage"? ▪ Did a "Dominant design" emerge in this industry? ▪ What three sets of principle players shaped the market for consumer magnetic video recording? <ul style="list-style-type: none"> ▪ Other issues ▪ Lecture on Technology forecasting ▪ Short discussion about next week's case – Five Modern Lessons from a 55-Year-Old Technology Forecast
Week 13	<p>Technology forecasting case study</p> <ul style="list-style-type: none"> ▪ Five Modern Lessons from a 55-Year-Old Technology Forecast <ul style="list-style-type: none"> ▪ Why do we create technology forecasts? ▪ Methods: <ul style="list-style-type: none"> ▪ Mathematical modeling <ul style="list-style-type: none"> ▪ Delphi studies ▪ Surveys ▪ Accuracy <ul style="list-style-type: none"> ▪ Biases ▪ Which of the 1937 technologies had the greatest impact over time? ▪ Are forecasts that appear in the popular media accurate? ▪ Effects of markets for commodities, labor, competing technologies ▪ Timing <ul style="list-style-type: none"> ▪ Social implications ▪ Industry focus – lecture on the airline industry ▪ Short discussion about next week's case – JAFECO America Ventures, Inc.
Week 14	Open

Week 15 Review for final exam

3. Teaching materials

Each student who participates in this course is required to purchase the casebook listed below: Schutte, Hellmut, Ang, Swee Hoon, Leong, Siew Meng, & Tan, Chin Tiong, *Marketing Management – An Asian Casebook*, Pearson. (ISBN: 981-244-561-7).

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

pdf files of each lecture will be provided **prior** to class. Students are encouraged to review the lecture material before attending the lecture. All lectures are conducted in English. Students attending this class must have a working knowledge of computers and will have to use the Internet in their studies. Students are responsible for the material in assigned readings and lecture material.

4. Grading

Grading will be based on class participation, group presentation, and a final exam.

Quality of class participation: 20%

All students **must** participate in class with questions and opinions. Since this course is taught with a case study format, it is absolutely essential that students actively participate in class discussions. There are two issues. First, the student is required to read the case study **prior** to class. This discipline is necessary to do well in this course. Second, the quality rather than the quantity of verbal participation will determine this component of the grade.

The professor regularly tosses out questions that are open to the floor. Foreign and Japanese students come to our program with varied competencies in spoken English. Fellow students are encouraged to be courteous and patient while others are expressing their opinions.

Group business proposal: 30%

You are one of the partners in a travel management firm. Your company is asked by a corporate customer to propose a foreign trip for 100 of the customer's employees to visit an Asian destination. Your three member team may propose any Asian location you wish for the trip. Each team member should present for approximately 7 minutes. Additional details for this assignment will be handed out during the first class meeting.

Final Exam: 50%

A final exam for this class is given during exam week. The exam contains three types of questions: Multiple choice, True/False, and Short answer (two sentences or less, usually short phrases or groups of words.) The test is designed to fairly assess the knowledge of both native and non-native speakers of English.

Financial Economics

Optional Subject

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

1. Course objective and method

The objective is to understand basic concepts of financial economics.

- optimization over time
- asset valuation
- risk management tools

To help clear understanding, numerical exercise is emphasized. In principle, homework is assigned

every week. Many of the homework questions involve numerical calculations. Some of the questions require use of computers. It is recommended to use software *Mathematica* as well as **Excel**. Its use will be explained.

2. Course contents

1. time value of money and discounted cash flow analysis
2. valuation of bonds and stocks
3. risk management
4. prices of derivatives; futures, forward and options contracts

The level of mathematical sophistication is elementary algebra, including sum of geometric sequences. Extra handout and homework answers will be downloadable from <http://www.otaru-uc.ac.jp/~rwada/>

3. Teaching materials

Text book: Zvi Bodie, Robert C. Merton and David L. Cleeton, *Financial Economics*, 2nd ed. Prentice Hall, Rev. Ed. It may not be available when this class starts. **Textbook may change.**

4. Grading

Allocation of weights will be two exams (60 %), homework (25%), class participation (15%).

Class participation includes asking constructive questions as well as attendance. Also, it includes solving homework questions on black board. Working together on homework is encouraged. Midterm will be 40 minute test.

5. Remarks

Neat appearance and legibility of homework answers are subject to evaluation. It is encouraged to submit homework answers as computer printouts.

Class Schedule

week	chapter in textbook	contents
1	Ch. 4	The Time Value of Money and Discounted Cash Flow Analysis <ul style="list-style-type: none"> • Present Value of money • sum of the geometric sequence • Annual Percentage Rate and Annual Effective Rate
2	Ch. 4	The Time Value of Money and Discounted Cash Flow Analysis <ul style="list-style-type: none"> • present value of annuity • present value of amortized loan
3	Ch. 6	How to Analyze Investment Projects <ul style="list-style-type: none"> • Net Present Value • annualized capital cost
4	Ch. 6	How to Analyze Investment Projects <ul style="list-style-type: none"> • Internal Rate of Return • comparison between net present value and internal rate of return
5	Ch. 7 Ch. 8	Principles of Asset Valuation <ul style="list-style-type: none"> • law of one price and arbitrage Valuation of Bonds <ul style="list-style-type: none"> • pure discount bond • zero rate and yield curve • coupon rate, face value
6	Ch. 8	Valuation of Bonds <ul style="list-style-type: none"> • coupon bond as a set of pure discount bonds • yield to maturity • premium, par and discount bonds • relationship between coupon rate and yield to maturity • coupon effect

		• callable bond and convertible bond
7	Ch. 10	An Overview of Risk Management <ul style="list-style-type: none"> • risk and uncertainty • risk averse • three dimension of risk transfer, hedging, insuring, diversifying
8	Ch. 11	Hedging, Insuring, and Diversifying <ul style="list-style-type: none"> • hedging a risk • use of forward and futures contract to hedge risk
9	Ch. 11	Hedging, Insuring, and Diversifying <ul style="list-style-type: none"> • use of swap contract to hedge foreign exchange risk • insuring versus hedging • basic features of insurance contract; exclusions and caps, deductibles, co-payment
10	Ch. 14	Forward and Futures Prices <ul style="list-style-type: none"> • distinctions between forward and futures contracts • relation between commodity spot and futures prices
11	Ch. 14	Forward and Futures Prices <ul style="list-style-type: none"> • forward-spot-price parity relation
12	Ch. 14 Ch. 15	Forward and Futures Prices <ul style="list-style-type: none"> • foreign exchange parity relation Options and Contingent Claims <ul style="list-style-type: none"> • put, call, strike price, expiration date, American type, European type • intrinsic value, time value
13	Ch. 15	Options and Contingent Claims <ul style="list-style-type: none"> • investing with options, payoff diagram • put-call parity relation
14	Ch. 15	Options and Contingent Claims <ul style="list-style-type: none"> • replicating portfolio • binomial option pricing
15		Make-up class if necessary
16		final exam

If you have to leave Japan early, a separate exam can be arranged.

Bio

Degree:

BA in Economics, School of Political Science and Economics, Waseda University, Tokyo, Japan

MA in Economics, Cornell University, Ithaca, New York

Ph.D in Economics, State University of New York at Stony Brook, Stony Brook, New York

Work experience: The Bank of Hiroshima for 4 years before graduate studies at SUNY Stony Brook. Worked as a teaching assistant for “macro- “ and “micro economics” and an instructor of “money and banking” at SUNY Stony Brook.

Business English I

Optional Subject

Instructor: Shawn Clankie
Credits: 2 (1 hour per week)

1. Course objective and method

This will be a content-based course in Business English focusing in particular on business events in

Hokkaido. Many of the topics that we talk about in this class are based upon the events of the moment happening in this region. We use those events as prompts for discussions, vocabulary building and exchanging ideas in English. Therefore, the goals for the course are:

Build self-confidence in the students' speaking abilities as applicable to a variety of business settings.

- a. Express themselves in English at a professional level.
- b. Build the students' understanding of business events in this region.

2. Course contents

Taxes

Week 1. Tax Freedom Day

Week 2. Sin Taxes

Week 3. Tax Holidays

Economic Downturns

Week 4. Cutting Costs

Week 5. Bankruptcy

Week 6. The Housing Market

Economic Recovery

Week 7. Black Friday

Week 8. Speculators

Week 9. Thinking Outside the Box

Worklife

Week 10. Imports and Exports

Week 11. Buying Up and Buying Down

Week 12. Working Poor

The Government and the Economy

Week 13. Public Works Projects

Week 14. The National Debt

Week 15. Overemployment

3. Teaching materials

A pilot text is expected to be available for this class and if so can be purchased directly from the professor.

4. Grading

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

Comparative Studies of Cultures I

Instructor: Mark Holst

Optional Subject

Credits: 2 (1 hour per week)

1. Course objective and method

This course looks at aspects of different cultures around the world and considers how they compare with Japan.

In class the focus is on speaking and listening skills, related to the weekly topics. Outside class you have reading and writing assignments. At the end of the course you will give a class presentation in groups and hand in a report on this presentation written in English.

2. Course contents

1 Course Introduction - What is Culture?

2 Individual Identity

3 National Identity

- 4 Social Identity
- 5 Individualism
- 6 Gender and Culture
- 7 Nation and National Groups
- 8 Education Systems
- 9 Political Systems
- 10 Work and Leisure
- 11 Family Structure
- 12 Religion
- 13 Music and Art
- 14 Drink, Drugs and the Law
- 15 Health and Attitudes to Eating / Intercultural Encounters

3. Teaching materials

There is no set text for this course – we will use materials from a variety of books and other sources.

4. Grading

Presentations: 25%

Written Homework: 50%

Project reports: 25%

5. Grading Criteria

A. 100-90 %: Able to communicate about the class materials with a very high degree of fluency. Able to write very accurately, fluently and in detail in English. Extremely confident and able when giving presentations in English. Good understanding and knowledge of the course materials.

B. 89-80 %: Able to communicate well in English about the class materials. Able to write fluently in English with few accuracy problems. Good presentation ability in English. Reasonable understanding and knowledge of the course materials.

C. 79-70 %: Reasonably confident and accurate when speaking or writing in English about the class materials, but shows some vocabulary or grammatical limitations. Able to give reasonably clear presentations in English, but may suffer from fluency problems. Reasonable understanding and knowledge of the course materials.

D. 69-60 %: Displays a minimum level of accuracy and fluency of speaking and writing skills in English to be able to communicate ideas about class materials. But sometimes struggling to attain the standard required in written assignments. Able to give presentations in English, but with slow, hesitant speech, and a tendency to use short, memorized utterances. Basic understanding and knowledge of the course materials.

1. Remarks

You are expected to attend class, participate fully and use only English. This class requires preparation time outside class every week.

Seminars

(Two semester courses)

International Economics Seminar

Instructor: Hideki Funatsu
Credits: 6 (2 hours per week)

Optional Subject

1. Seminar objective and method

The purpose of this seminar is to study various issues encountered by multinational companies in the field of international business and related policy issues in international economics such as trade liberalization, regional economic integration, exchange rate risk, and income inequality in the world, etc. International students have to work with Japanese students to prepare for reporting an assigned task in seminar. Students are expected to actively participate into discussion and debate. We use the cooperative learning method in this seminar.

2. Seminar contents

Week1	Introduction
Week2~3	The Global Business Environment
Week4~5	International Trade and Foreign Direct Investment
Week6~7	Economic Integration
Week8~9	The Role of Culture in International Business
Week10~11	International Strategy
Week12~13	Foreign Exchange Risk Management
Week 14~15	International Human Resource Management
Week16~17	Introduction to Basic Applied Econometrics
Week 18	How to write a good seminar paper
Week19~20	International Trade Theory
Week21~22	International Factor Movements
Week23	International Student Mobility and Regional Economic Integration
Week 24	Free Trade Zone and Multinational Company
Week 25	Country Risk and Export Credit Insurance
Week 26~29	Report on the chosen research theme and discussion
Week 30	Final presentation of the research paper

3. Teaching materials

Margaret Woods, **International Business :An Introduction**, Palgrave, 2001.
 Krugman, P.R. & Obstfeld, M. **International Economics 8th ed. Theory and Policy**, Addison-Wesley, 2009.

4. Grading

Class participation: presentation, discussion, and comment.	20%
Research paper	80%

Seminar in Financial Economics

Instructor: Ryosuke Wada
Credits: 6 (2 hours per week)

Optional Subject

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 *Visual Basic for Application* and *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
It is possible to choose different book, depending on students' interest and background;

4. Grading

Term papers and 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.

Business Project Seminar

Instructor Neil Clymer
Credits: 6(2 hours per week)

Optional Subject

1. Seminar objective and method

This seminar focuses on real-life business issues in the context of a seminar project. This seminar is conducted in the form of project work, and focuses on five sets of student skills:

- **Creative thinking**
- Understanding the nature of an industry and a competitive environment
- Learning how to evaluate market needs
- Forming strategy and making business decisions
- Managing a large project

2. Seminar contents

Students work together to create a group business plan or project. Seminar discussions focus on the thinking and methodology that goes into how a business actually runs. Students create a project plan and manage the project from start through completion. The topic selected during the 2006 – 2007 school year was an international airline proposal. The topic selected during the 2007 – 2008 school year was a project related to the humanoid robotics industry. The topic selected during the 2008 – 2009 school year was starting a new Chinese restaurant in Otaru. The topic selected during the 2009 – 2010 school year was a study of the construction process of the new OUC student dormitory. The topic selected for the 2011-2012 school year was an analysis of supplying electricity for the OUC campus with commercial wind turbines.

3. Teaching materials

Required readings and teaching material 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 plan or project, quality of the individual and work group performance, and sincere display of effort. Further details regarding the grading will be provided at the beginning of the seminar.

5. Remarks

All seminar discussions will be conducted in English. Students are expected to be proficient in conducting both internet and non-internet research to complete the assignments. Students are further expected to proactively cooperate and contribute to the work group assignments.

Seminar in Sociolinguistics

Instructor: Mark Holst

Optional Subject

Credits: 6 (2 hours per week)

1. Seminar objective and method

This seminar provides an English academic environment for 3rd and 4th year Japanese undergraduates who want to study about how we use language according to our identity and the context in which we are speaking. The language of the seminar is mainly English, but through our study we talk about a wide variety of languages and dialects, including Japanese. This year we will have two places open to foreign students who are participating in the YOUC programme. If more than 2 people want to join there will be a selection process involving an interview and a written assignment. The seminar runs from April to February and it is held on Thursday afternoons 14:30~17:30

The main focus of the seminar is to introduce students to the field of sociolinguistics by exploring the following themes: (i) How does situation change your way of speaking?; (ii) How do we learn languages?; and (iii) How has the English language developed over time? In the Spring semester we explore the following areas of sociolinguistics: *dialects, language evolution, pragmatics, conversation analysis, bilingualism and language planning*. In the Fall semester we focus on the evolution of the English language, considering *the history of English from Anglo-Saxon times, varieties of English, the standardization of English and learning English as a second language*.

2. Seminar contents

Weekly reading and writing assignments from the course-books

Individual presentations and reports on the course materials

Group discussions

Collecting and analyzing language data in small groups for end of semester presentations

3. Teaching materials

- Wardhaugh, Ronald (2005) *An Introduction to Sociolinguistics*. Oxford: Blackwell. (Main text for spring semester)
- McIntyre, Dan (2009) *History of English: A resource book for students*. Oxford: Routledge. (Main text for fall semester)
- Various other written and video materials provided by the instructor

4. Grading

Students are expected to attend every week, do the required reading and writing assignments and actively contribute to class discussions. Besides this foreign students joining the seminar for the year will be expected to carry out a research project, collecting language data and analysing it using a sociolinguistic methodology. Their findings will be written up in a short paper to be handed in by the end of the course.

Grading is based on essays, presentations and final report according to the following criteria:

- A. 100-90 %: excellent performance
- B. 89-80 %: strong performance
- C. 79-70 %: good enough performance

D: 69-60 %: enough performance to meet basic expectations
F. 59- 0 %: below expectations

5. Remarks

The seminar basically caters to non-native speakers of English (Japanese students) who would like to study sociolinguistics through the medium of English, but we will be happy to welcome up to two non-Japanese students who have an interest in this area. The main language of instruction is English.

Contact: markh@res.otaru-uc.ac.jp Research room: 359 Seminar Room: 314

Japanese Language

List of the courses for Japanese Language and Culture

Please refer to the Subject List (page 9) for the courses offered this year.

Intensive Beginning Japanese (0 credits, Summer)

Prerequisite: None

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

Elementary Japanese (4 credits, Fall)

Prerequisite: Intensive Beginning Japanese or equivalent

Goal: Acquisition of the simple sentence structure, 100 Kanji

Intermediate Japanese I (3 credits, Fall & Spring)

Prerequisite: Elementary Japanese, or equivalent

Goal: Acquisition of the complex sentence structure, 300 Kanji

Intermediate Japanese II (3 credits, Fall & Spring)

Prerequisite: Intermediate Japanese I, or equivalent

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

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

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

Goal: Introduction to Academic Japanese

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

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)

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)

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, Summer)

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)

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 specially 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

Fall 2013 Elementary Japanese

Mo 14:30-16:00, Tu&We 16:10-17:40, Th 10:30-12:00
Class room: MH3 (Building2, 5th Fl.)

Instructor: Th: Hisako Takano, Ph.D., Mo&Tu&We: Machiko Tomita, MA
 Office: Building 1 Room 434, Tel: 27-5434, e-mail: htakano@res.otaru-uc.ac.jp
 Office hours: Tu 14:30-15:30, Th 12:00-13:00 & 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. Monday and Friday classes focus on the grammatical explanations and some basic exercises to help the students understand them. These grammar classes will be conducted mostly in English. They are followed by two Lab classes (Tuesday & Thursday), 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 (15%), tests & quizzes (50%), and Final exam (25%).

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
Mo 14:30-16:00(Tomita), Tu 16:10-17:40(Tomita), We 16:10-17:40(Tomita), Th 10:30-12:00(Takano)
Class room: MH3 (Building2, 5th Fl.)

10/01 (Tu)	Hiragana & Katakana Review L.1-L.3	
10/02 (We)	Katakana & Numbers Review L.1-L.3	
10/03 (Th)	L.4 Grammar (Existential sentences) & Dialogue	
10/07 (Mo)	L.4 Vocabulary & Practice	
10/08 (Tu)	L.4 Grammar (Past tense) & Dialogue	Voc.-Quiz(L.4)
10/09 (We)	L.4 Exercises & Activities	
10/10 (Th)	Reading & Writing (L.3 Kanji 1-15)	
10/15 (Tu)	L.4 Reading & Writing	Speaking-test 1(Dialogue4)
10/16 (We)	L.4 Review Exercises (+UE p.127)	Lesson Quiz (L.4)
10/17 (Th)	L.5 Grammar (Stative verbs) & Dialogue	
10/21 (Mo)	L.5 Vocabulary & Practice	Kanji-Test(1-15)
10/22 (Tu)	L.5 Exercises & Activities	Voc.-Quiz(L.5)
10/23 (We)	L.5 Reading & Writing (+CN, p144)	
10/24 (Th)	Reading & Writing (L.4 Kanji 16-29)	Speaking-test2(Dialogue5)
10/28 (Mo)	L.5 Review Exercises	Lesson Quiz (L.5)
10/29 (Tu)	L.6 Grammar (TE-form)	
10/30 (We)	L.6 Vocabulary & Practice	
10/31 (Th)	L.6 Grammar & Dialogue	Voc.-Quiz(L.6)
11/05 (Tu)	L.6 Exercises & Activities	Speaking-test3(Dialogue6)
11/06 (We)	L.6 Review Exercises (+UE, p.165)	Lesson Quiz (L.6)
11/07 (Th)	L.7 Grammar(Progressive & Resultative)	Kanji-test (16-29)
11/11 (Mo)	L.7 Vocabulary(Kinship terms) & Practice	
11/12 (Tu)	L.7 Grammar & Exercises	
11/13 (We)	L.7 Dialogues & Review Exercises	Voc.-Quiz (L.7)
11/14 (Th)	Reading & Writing (L.5 Kanji 30-43)	Speaking-test4(Dialogue7)
11/18 (Mo)	L.7 Review Exercises	Lesson Quiz (L.7)
11/19 (Tu)	L.8 Grammar(Plain/short form) & Dialogue	
11/20 (We)	L.8 Vocabulary & Practice	
11/21 (Th)	L.8 Grammar & Dialogue	Voc.-Quiz (L.8)
11/25 (Mo)	L.8 Exercises & Activities	Speaking-test5(Dialogue8)
11/26 (Tu)	L.8 Reading & Writing (+CN, p.207)	
11/27 (We)	L.8 Review Exercises	Lesson Quiz (L.8)
11/28 (Th)	L.9 Grammar(TA-form, Relative clause) & Dialogue	
12/02 (Mo)	L.9 Vocabulary & Practice	Kanji-test (30-43)
12/03 (Tu)	L.9 Dialogue & Exercises	
12/04 (We)	L.9 Reading & Writing (+CN, p.226)	Speaking-test6(Dialogue9)
12/05 (Th)	Reading & Writing (L.6 Kanji 44-58)	Voc.-Quiz (L.9)
12/09 (Mo)	L.9 Review Exercises	Lesson Quiz (L.9)

12/10 (Tu)	L.10 Grammar(Comparative) & Dialogue	
12/11 (We)	L.10 Vocabulary & Practice	
12/12 (Th)	L.10 Grammar & Dialogue, Vocabulary	
12/16 (Mo)	L.10 Exercises & Activities	Voc.-Quiz (L.10)
12/17 (Tu)	L.10 Reading & Writing(+CN,p.247)	Speaking-test7
12/18 (We)	L.10 Review Exercises	Lesson Quiz (L.10)
12/19 (Th)	Reading & Writing (L.7 Kanji 59-72)	Kanji-test (44-58)
01/07 (tuMo)	L.11 Grammar & Dialogue	Composition due
01/08 (weMo)	L.11 Vocabulary & Practice	
01/09 (thMo)	L.11 Exercises & Activities	
01/14 (Tu)	Reading & Writing (L.8 73-86)	
01/15 (We)	L.11 Practice & Dialogue	Voc.-Quiz (L.11)
01/16 (Th)	L.11 Review Exercises (+UE, p.265)	Kanji-test (59-72)
01/20 (Mo)	L.11 Reading & Writing(+CN, p.264)	Speaking-test8
01/21 (Tu)	L.12 Grammar & Dialogue	
01/22 (We)	L.12 Vocabulary & Practice	
01/23 (Th)	L.12 Grammar & Dialogue	Voc.-Quiz (L.12)
01/27 (Mo)	L.12 Exercises & Activities	
01/28 (Tu)	Reading & Writing (L.9 87-101)	
01/29 (We)	L.12 Review exercises	Kanji-test (73-86)
01/30 (Th)	L.12 Reading & Writing (+CN, p.286, UE, p.287)	
02/03 (Mo)	L.11&L.12 Review	
02/06 (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. 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 at least two non-holiday week days before your first class of Intensive Beginning Japanese course or before September 24.

2. To Otaru City

(1) A designated tutor (for YOUC students, we assign tutors) from the International Center 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, 1,740 JPY). Once you arrive at Otaru station you can take either a bus or a taxi (bus: 210 JPY, taxi: approx. 800 JPY) to Otaru University of Commerce.



(Note: Fares are subject to change)

(2) You will come to the International House on campus. Your tutor will be carrying the key for your room.

3. Visit the International Center Office:

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

- Please bring your passport and residence card (if it is issued at the airport) for photocopies.
- You will be given your private mail-box for notices from the office. Your tutor will show you the location of your mail-box.
- Please sign up for the Japanese placement test
(only those who do not take the Intensive Beginning Japanese course)

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 Center 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, or Kansai airport. If you enter Japan via New Chitose airport, you need to apply for it at Immigration Bureau in Otaru when your residence card is issued.

(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 Otaru University of Commerce, 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 at the Accounting Section counter by the 15th of the month concerned. The Accounting Section is open from 8:30 to 16:00 on Monday – Friday.

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	¥ 30,000
Double room	¥ 45,000

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:

(1)Single room

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

(2)Double room

bed, quilt, mattress, 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, and TV

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.

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 210 yen as of December 2013 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 is 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: 620 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: 590 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: 30,000 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. Your tutor will give you the room information 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. No, you need to apply for internet service yourself. It is probably easiest to apply for your internet service package at the University Co-op.

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.