

Syllabus for School of Economics

Subject	Introductory Macroeconomics II (E)	Semester, Date and Period of the class	Spring Semester Tuesday, 5 th Period
Subject selection	Basic Specialized Courses	Years	1-2
Instructor	Yasuhiro Doi (Graduate School of Economics)		
Purpose and aim of the class: This course will cover Macroeconomic issues, mainly focusing on investment regarding business fluctuations, unemployment, and economic growth. The business cycles fluctuate in the short-term, based on amount of investment in an economy. In the long-term, investment represents the accumulation of productive capital, which plays a central role in long term economic growth. In this course students will learn background ideas and models, to understand the importance of investment in an economy.			

Class content

1	Introduction
2	What is the investment and the capital?
3	Business Cycles (1)
4	Business Cycles (2)
5	Unemployment (1)
6	Unemployment (2)
7	Midterm
8	Economic Growth: Introduction
9	Economic Growth: Solow Model (1)
10	Economic Growth: Solow Model (2)
11	Economic Growth: Solow Model (3)
12	North-South divide
13	Catch-up Effects
14	Economic Integration
15	Concluding Remarks
Evaluation: Midterm 25%, Homework (Summery Reports x 3 or more during a semester) 25%, and Final 50%	
Direction for preliminary study: Macroeconomics I	
Textbooks and Reference books: Robert J. Barro (1997) "Macroeconomics," The IMT Press. Robert J. Barro and Xavier Sala-I-Martin (1995) "Economic Growth," McGraw-Hill, Inc. And more	
Notice to students:	

Subject	Introductory Management II (E)	Semester, Date and Period of the class	Spring Semester Thursday, 3 rd Period
Subject selection	Basic Specialized Courses	Years	1-2
Instructor	LEE Wan Ling (Graduate School of Economics)		
Purpose and aim of the class: This course aims to give a comprehensive knowledge to students about the functioning of organization and the role of managers in achieving organization’s goal. The concept of planning, organizing, leading and controlling are introduced to students with a practical approach. Students will compare and discuss the management practices and give their view on different management practices pursued in the corporate.			

Class content

1	Introduction to Organizational Behavior
2	Organizational Diversity
3	Emotions and Moods
4	Personality and Values
5	Attitudes and Job Satisfaction
6	Perception and Individual Decision Making
7	Midterm Exam
8	Motivation: From Concepts to Applications
9	Foundations of Group Behavior
10	Communication
11	Power and Politics
12	Conflict and Negotiation
13	Organizational Change and Stress Management
14	Closing Session
15	Final Exam

Evaluation:

Assignment (30%), midterm (20%), final exam (30%), class participation (20%)

Direction for preliminary study:

Introductory Management I

Textbooks and Reference books:

Robbins, S. P. & Judge, T. A. (2018). *Organizational Behavior*. 18th edition, Pearson.

Notice to students:

Subject	Introductory Seminar II (E)	Semester, Date and Period of the class	Spring Semester Monday, 2 nd Period
Subject selection	Basic Specialized Courses	Years	1
Instructor	Maria MARTIN-RODRIGUEZ (Graduate School of Economics)		
Purpose and aim of the class: This seminar intends to help students to develop their basic analytical ability by covering the most standard mathematical tools used in Economics.			

Class content

1 (<i>April 13</i>)	Chapter 6.
2 (<i>April 20</i>)	Chapter 7: 7.1 – 7.3.
3 (<i>April 27</i>)	Chapter 7: 7.4 – 7.6.
4 (<i>May 11</i>)	Chapter 8: 8.1 – 8.4.
5 (<i>May 18</i>)	Chapter 8: 8.5 – 8.6.
6 (<i>May 25</i>)	<i>Quiz 1</i>
7 (<i>June 1</i>)	Chapter 9.
8 (<i>June 8</i>)	Chapter 11: 11.1 – 11.4.
9 (<i>June 15</i>)	Chapter 11: 11.5 – 11.6.
10 (<i>June 22</i>)	<i>Quiz 2</i>
11 (<i>June 29</i>)	Chapter 12: 12.1 – 12.4.
12 (<i>July 6</i>)	Chapter 12: 12.5 – 12.7.
13 (<i>July 13</i>)	Chapter 13: 13.1 – 13.2.
14 (<i>July 20</i>)	Chapter 13: 13.4 – 13.6.
15 (<i>July 27</i>)	Final Exam
Evaluation: 2 quizzes (25% each), final exam (50%).	
Direction for preliminary study: Students must be familiar with the content covered in the chapters 2, 3, 4 and 5 of the reference book.	
Textbooks and Reference books: Chiang, A. and Wainwright, K. “Fundamental Methods of Mathematical Economics” 4 th edition.	
Notice to students: 1) It is not possible to pass the course if you are absent four times or more. The course withdrawal system is NOT used. 2) Students must read the material in advance. In particular, they must hand in a hand-written summary of the corresponding content at the beginning of each lecture. 3) Office hours: By appointment.	

Subject	Introductory Seminar IV (E)	Semester, Date and Period of the class	Spring Semester Friday, 3 rd Period
Subject selection	Basic Specialized Courses	Years	2
Instructor	LEE Wan Ling		
Purpose and aim of the class: This seminar aims to develop the analytical and critical thinking skills of the students through the discussion on case studies of several topics related to current business issues. Students will compare and discuss the different management practices and give their views on different issues encountered by corporate in real world situation.			

Class content

Class content	
1	In the first two weeks, case study approach and key skills in case studies will be introduced to students. Each case study will be distributed to students a week before the class. Depending on the number of students, each group will be assigned one to two cases to present in the class to provide a summary and outline the entire analysis of the case. Following the presentation, all the students have to participate to provide their own answer and reasoning.
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Evaluation:	
Participation in discussion (40%), Report and presentation (40%), attendance (20%)	
Direction for preliminary study:	
Fundamental knowledge on management and business	
Textbooks and Reference books:	
Case studies from <i>HBR</i> and <i>MIT Sloan</i> .	
Notice to students:	
Students who absent for 5 classes without any genuine reason will be considered grade “F”.	

Subject	Applied Microeconomics (E)	Semester, Date and Period of the class	Spring Semester Wednesday, 2 nd Period
Subject selection	Specialized Courses	Years	3-4
Instructor	Takanori ADACHI (Graduate School of Economics)		
Purpose and aim of the class: This course is designed for serious students who seek to conduct an original research activity in the fields of microeconomics, macroeconomics, and econometrics. After taking this course, students are expected to be fully capable of applying basic microeconomic tools and ideas to their own research agenda.			

Class content

1	Utility Maximization and Demand (1)
2	Utility Maximization and Demand (2)
3	Cost Minimization and Demand (1)
4	Cost Minimization and Demand (2)
5	Relating the Marshallian and Hicksian Systems (1)
6	Relating the Marshallian and Hicksian Systems (2)
7	Nudges in Consumer Theory
8	Short- and Long-Run Demand
9	Discrete Choice and Product Quality
10	Location Choice
11	Production, Profits, and Factor Demand (1)
12	Production, Profits, and Factor Demand (2)
13	The Industry Model
14	A Price-Theoretic Perspective on the Core
15	Multiple-Factor Industry Model
Evaluation: Based on (1) Class participation (approximately 20%) and (2) Final Exam (approximately 80%). A couple of assignments might be provided. The final exam will be a closed-book exam; students are expected to demonstrate that they have covered the material taught in this course.	
Direction for preliminary study: Students are expected to regularly review the course material after each class.	
Textbooks and Reference books: Jaffe, Minton, Mulligan, and Murphy, <i>Chicago Price Theory</i>, Princeton University Press, 2019. For necessary mathematics, reference to Jehle and Reny's (2010) <i>Advanced Microeconomic Theory</i>, 3rd Edition (Prentice Hall), is recommended.	
Notice to students: The language in class is English (including the final exam). The use of Japanese and any other languages is strictly prohibited. Students are encouraged to take Advanced Microeconomics 2, Advanced Macroeconomics 1 and 2, and Advanced Econometrics 1 and 2. They are also expected to complement necessary mathematics by the appendix to Jehle and Reny's textbook.	

Subject	Development Economics (E)	Semester, Date and Period of the class	Spring Semester Thursday, 5 th Period
Subject selection	Specialized Courses	Years	3-4
Instructor	Eiji MANGYO (ERC)		
Purpose and aim of the class: This course enhances Applicable Ability by applying basic micro and macro theoretical models to issues particularly important for developing countries. Students are expected to understand (1) how to apply micro and macro theoretical models to issues particularly important for developing countries and (2) how to interpret implications derived from (1).			

Class content

1	Introduction: Preview of selected topics covered in this course
2	Land issues – Tenancy
3	Credit issues – Rural financial institutions 1
4	Credit issues – Rural financial institutions 2
5	Credit issues – Microfinance
6	Risk coping and consumption smoothing 1
7	Risk coping and consumption smoothing 2
8	Insurance tests – Empirical studies on village insurance
9	Intra-household economics
10	Labor issues – Migration
11	Economic growth 1
12	Economic growth 2
13	New growth theories
14	Complementarities in development
15	Wrap up and evaluation
Evaluation: Final Exam (100%) is used to measure the level of understanding on the concepts covered in the course. To pass this course, students need to have decent level of understanding about the theoretical models and related issues covered in this course. If students do not take the final exam, their final grades are “Absent.”	
Direction for preliminary study: Prerequisites: Basic microeconomics, Basic macroeconomics, Basic statistics, Introductory econometrics.	
Textbooks and Reference books: Debraj, Ray. Development Economics. 1998. Princeton University Press. Other reading materials are listed in the course syllabus to be distributed in the first lecture.	
Notice to students: Students are expected to (1) complete required reading specified in the course syllabus and (2) answer key questions provided through the course website. This course will be taught in English.	

Subject	Specialized Advanced Lecture (Financial Accounting B) (E)	Semester, Date and Period of the class	Spring Semester Thursday, 4 th period
Subject selection	Specialized Courses	Years	3-4
Instructor	Akihiro NOGUCHI (Graduate School of Economics) Mehriban AHMADOVA (Graduate School of Economics)		
Purpose and aim of the class: This course is intended to provide an opportunity for students to learn and understand intermediate financial accounting, which will enhance ability to do research and look for solutions for the accounting policy making. The goals of this course are to • be able to understand and explain accounting treatments based on accounting theory. • be able to understand and explain some advance contents of bookkeeping.			

Class content

1	Introduction
2	Accounting for Income Taxes
3	Accounting for Net Operating Losses
4	Accounting for Pensions
5	Past Service Cost
6	Accounting for Postretirement Benefits
7	Accounting for Leases
8	Lessor Accounting
9	Sales-Leasebacks
10	Accounting Changes
11	Statement of Cash Flows
12	Full Disclosure Principle
13	Auditor's and Management's Reports
14	Essay presentation
15	Summary
Evaluation: Your overall grade in the class will be decided based on the following: Test and Quizzes in NUCT (30%), Presentation (40%), Essay (30%). The procedure for “withdrawing the course” will not be applied. Not submitting essay will be graded as ‘Absent’.	
Direction for preliminary study: You will be required to read all of the assigned readings and prepare presentation for the assigned accounting issues.	
Textbooks and Reference books: Donald E. Kieso, Jerry J. Weygandt, Terry D. Warfield, <i>Intermediate Accounting</i> , IFRS Edition Third edition, Wiley, 2018.	
Notice to students: Ability to speak and discuss accounting and bookkeeping in English will be required to attend this course. This course is recommended for students who have finished studying Introductory Accounting. You are responsible for knowing about any changes in the syllabus, or any other information announced in class. You are responsible to attend every class. No make-ups will be allowed without prior approval by the instructor.	

Subject	Specialized Advanced Lecture (Labor Economics B) (E)	Semester, Date and Period of the class	Spring Semester Friday, 3 rd Period
Subject selection	Specialized Courses	Years	3-4
Instructor	Noritaka KUDOH (Graduate School of Economics)		
Purpose and aim of the class: This course is designed to build your research ability in the field of macro-labor economics. The course focuses on the long-run issues such as (1) the effect of technological progress on unemployment; and (2) wage inequality. After this course, students should be able to (1) understand the frontier of research in the field of unemployment and inequality in the long run; (2) write their own computer codes to replicate existing quantitative results found in professional articles; and (3) develop their own research.			

Class content

1	Dynamic Optimization in Continuous Time
2	Economic Growth
3	Economic Growth
4	Economic Growth
5	Equilibrium Unemployment
6	Equilibrium Unemployment
7	Unemployment with Job Heterogeneity
8	Growth and Unemployment
9	Growth and Unemployment
10	Growth and Unemployment
11	Growth and Unemployment
12	Firm Heterogeneity
13	Firm Heterogeneity and Wages
14	Firm Heterogeneity and Unemployment
15	Growth and Unemployment with Firm Heterogeneity
Evaluation: There will be 2 or 3 take-home assignments, in which students are asked to replicate theoretical and quantitative results in articles discussed in class. To pass the course, you should earn C or above for each assignment. Quantitative questions require computational packages such as Mathematica (commercial) and Maxima (free of charge). While graduate students and undergraduate students are evaluated differently, you need to understand that this course is demanding for undergraduate students. Only highly motivated students should consider taking this course.	
Direction for preliminary study: There will be 2 or 3 take-home assignments. Each lecture is based on a particular article, and students need to read each paper in advance of each class. You must be highly motivated.	
Textbooks and Reference books: Christopher A. Pissarides, <i>Equilibrium Unemployment Theory</i>, 2nd edition, MIT press, 2000. Daron Acemoglu, <i>Introduction to Modern Economic Growth</i>, Princeton University Press, 2009.	

For more information, visit <https://sites.google.com/site/gradlaborb/>

Notice to students:

I will assume that you are familiar with dynamic optimization. This could be demanding for undergraduate students. I will welcome highly motivated students.

Students need to install some (free) computational packages such as Maxima in your computer.

Lectures of this course will be delivered entirely in English.

Subject	Specialized Advanced Lecture (Advanced Income Theory I) (E)	Semester, Date and Period of the class	Spring Semester Tuesday, 3 rd Period
Subject selection	Specialized Courses	Years	3-4
Instructor	Noritaka KUDOH (Graduate School of Economics)		
Purpose and aim of the class: This course is designed to build your research ability by providing particularly important methodological skills that are often used in modern macroeconomic research. In particular, we shall focus on (1) difference equations for describing variables that evolve over time, and (2) dynamic optimization methods for describing the optimal allocation over time. After this course, students should be able to (1) solve any system of difference equations; (2) solve any dynamic optimizing problem using either by Lagrange method or by dynamic programming; and (3) read and understand advanced textbooks and professional articles in the field of macroeconomics.			

Class content

1	Introduction
2	Difference Equations: Linear Scalar Equations
3	Difference Equations: Nonlinear Equations and Linearization
4	Difference Equations: Linear Systems
5	Difference Equations: Nonlinear Systems
6	Dynamic Optimization: Finite Horizon
7	Dynamic Optimization: Infinite Horizon
8	Neoclassical Growth: Global Analysis
9	Neoclassical Growth: Local Analysis
10	Dynamic Programming: Basic Idea
11	Dynamic Programming: Functional Analysis
12	Dynamic Programming: Applications
13	General Equilibrium: Competitive Equilibrium
14	General Equilibrium: Extensions
15	Imperfect Competition
Evaluation: There will be 5-7 take-home assignments during the semester. Each assignment will be graded. Your course grade will be determined as the average of these grades. To pass the course, you must earn C or above for each assignment. In each assignment, you are expected to demonstrate that you can solve difference equations and dynamic optimization problems in the context of macroeconomics.	
Direction for preliminary study: There will be 5-7 take-home assignments. Each assignment consists of many (time-consuming) questions. Some questions require computers.	
Textbooks and Reference books:	

Following textbooks are strongly related to my lecture plan:

Oded Galor, *Discrete Dynamical Systems*, Springer, 2010.

Jianjun Miao, *Economic Dynamics in Discrete Time*, MIT Press, 2014.

Reading list and other materials will be distributed at <https://sites.google.com/site/gradmacro/>

Notice to students:

Prior to the semester, prospective students are strongly encouraged to read textbooks such as Simon and Blume, *Mathematics for Economists*, Norton, 1994, or alike. To get ready for the course, be familiar with constrained optimization, total differentiation, and matrix algebra.

Lectures of this course will be delivered entirely in English.

Subject	Specialized Advanced Lecture (Introduction to Empirical Research I) (E)	Semester, Date and Period of the class	Spring Semester Monday, 3 rd Period
Subject selection	Specialized Courses	Years	1-4
Instructor	Maria MARTIN-RODRIGUEZ (Graduate School of Economics)		
Purpose and aim of the class: The course aims at fostering the students’ voluntary exploration ability through the provision of the necessary research tools to analyze real-life problems in which the data set is collected as a cross-section. Through a combination of theory and data, we will learn the restrictive assumptions that support the consistent estimation in the simple regression model, and how to proceed when these assumptions do not hold in our dataset.			

Class content

1 (April 13)	Test. Introduction.
2 (April 20)	The Simple Regression Model. OLS.
3 (April 27)	The Simple Regression Model. OLS.
4 (May 11)	The Simple Regression Model. OLS. <i>Problem Set 1</i> and <i>Computer Session 1</i> .
5 (May 18)	Multiple Regression Analysis: Estimation.
6 (May 25)	Multiple Regression Analysis: Estimation. <i>Problem Set 2</i> and <i>Computer Session 2</i> .
7 (June 1)	Multiple Regression Analysis: Inference.
8 (June 8)	Multiple Regression Analysis: Inference. <i>Problem Set 3</i> and <i>Computer Session 3</i> .
9 (June 15)	Multiple Regression Analysis with Qualitative Information: Binary Variables. <i>Quiz 1</i> .
10 (June 22)	Models with Endogenous Explanatory Variables: IV.
11 (June 29)	Models with Endogenous Explanatory Variables: 2SLS. <i>Problem Set 4</i> .
12 (July 6)	Models with Endogenous Explanatory Variables: Testing for Endogeneity and Testing Overidentifying Restrictions. <i>Computer Session 4</i> .
13 (July 13)	Heteroskedasticity. <i>Quiz 2</i> .
14 (July 20)	Heteroskedasticity.
15 (July 27)	Final Exam.
Evaluation: 2 quizzes (15% each), 1 final project (30%), final exam (40%).	
Direction for preliminary study: Students must be familiar with the Σ -notation, random variables, expectations, variances, covariances, the Normal distribution, the t-distribution, and the F-distribution. A test will be conducted on the first session. The students who didn't take Econometrics I and II can only take this course if they pass the test.	
Textbooks and Reference books: Jeffrey M. Wooldridge – Introductory Econometrics: A Modern Approach.	
Notice to students: 1) Although we will use Stata, other software packages such as R, EViews, or Gretl are also acceptable. 2) The course withdrawal system is NOT used. Withdrawal deadline: May 20th. 3) Office hours: by appointment.	

Subject	Specialized Advanced Lecture (Economic Policy) (E)	Semester, Date and Period of the class	Spring Semester Tuesday, 4 th Period
Subject selection	Specialized Courses	Years	3-4
Instructor	Eiji MANGYO (ERC)		
Purpose and aim of the class: This course enhances Research Ability by learning how previous good empirical studies in development/health/labor economics established causality rather than just correlation. Students are expected to understand the difference between correlation and causality and to have decent knowledge about research designs and econometric methods taken by previous good studies in economics to establish causality.			

Class content

1	Human capital issues 1: Health and development
2	Human capital issues 2: Return to health (Econometric identification problems 1)
3	Human capital issues 3: Return to education (Econometric identification problems 2)
4	Human capital issues 4: Return to education (Econometric identification problems 3)
5	The effect of income on health: a welfare program in the US
6	The effect of income on health: lottery prizes as an exogenous source of income variation
7	The relative income hypothesis
8	The effect of macroeconomic shock on health and education
9	The effect of environment on health: early-life exposure to polluted air
10	The effect of international child sponsorship on adult life outcomes
11	The effect of early-life food shortage on later adult health
12	Ethnic complementarities in mathematics research productivity
13	The effect of parental time on infant health
14	The effect of a large-scale school construction program on education and wages
15	The role of gene-environment interactions
Evaluation: To measure the level of understanding on the concepts covered in the course, the following assignments will be given: class presentation on a previous study (50%) and term paper (to summarize a previous study's contributions to the literature) (50%). To pass this course, (1) class presentation needs to clearly explain how a previous study of her/his choice established causality and (2) term paper makes clear the contributions of a previous study of her/his choice to the literature. To withdraw from this course, please complete a specified paper work.	
Direction for preliminary study: Prerequisites: Basic microeconomics, Basic statistics, Introductory econometrics including fixed-effects and instrumental-variable estimations. Reference: Wooldridge. Introductory Econometrics: A Modern Approach, Chapter 14 (fixed-effects estimation) and Chapter 15 (Instrumental-variable estimation).	
Textbooks and Reference books: Reading materials are listed in the course syllabus to be distributed in the first lecture.	
Notice to students:	

Students are expected to complete required reading specified in the course syllabus. This course will be taught in English.

Subject	Specialized Advanced Lecture (Marketing B) (E)	Semester, Date and Period of the class	Spring Semester Tuesday, 1 st Period
Subject selection	Specialized Courses	Years	3-4
Instructor	Keiko YAMAGUCHI (Graduate School of Economics)		
Purpose and aim of the class: This course aims to introduce basic knowledge about experimental designs and statistical methods to plan and do empirical analyses of marketing, enhance their research abilities, and help them conduct their research in graduate school. This course is designed for students who seek to conduct original research in the field of marketing science. The goals of this course are the following: • Students will be able to choice/read appropriate academic papers/books about marketing science on their own. • Students will be ready to plan their own research in the social science field based on the knowledge they earn in the class.			

Class content

1	Introduction & Chapter 1: Introduction
2	Chapter 2: Observing Behavior (1)
3	Chapter 2: Observing Behavior (2)
4	Chapter 2: Activities
5	Chapter 3: Asking Questions (1)
6	Chapter 3: Asking Questions (2)
7	Chapter 3: Activities
8	Chapter 4: Running Experiments (1)
9	Chapter 4: Running Experiments (2)
10	Chapter 4: Activities
11	Chapter 5: Creating Mass Collaboration (1)
12	Chapter 5: Creating Mass Collaboration (2)
13	Chapter 6: Ethics (1)
14	Chapter 6: Ethics (2)
15	Chapter 7: The Future & Summary
Evaluation: Your final grade will be calculated according to the following process: • Class attendance and contribution to in-class discussion (30%) • Presentation (30%) • Short essay or in-class work on “Activities” (20%) • Final report (20%) The requirements for passing the course are as follows: • You can join in-class discussions with your original ideas. • You can summarize the contents in the textbook precisely and illustrate them to the audience clearly.	

- You can propose constructive ideas so that students in the class can develop their understandings of the experimental designs and analytical methods, and they can also make their research plans.
- You can plan your original research plan by yourself.

※ If you are absent from this class more than four times, you will get "F" automatically.

Direction for preliminary study:

All participants are expected to read assigned chapter beforehand and work on “Activities” proactively in the class.

Textbooks and Reference books:

Salganik, M. J. (2017). *Bit by Bit: Social Research in the Digital Age*. Princeton Univ. Press

Notice to students:

This course will be taught in English.

All your works in this class will be evaluated with graduate-level criteria, even if you are an undergraduate.

Basic knowledge about marketing, mathematics, and statistics are required.

Students who skip the 1st class without prior approval by the instructor are NOT accepted.

Subject	Human Development in Modern Society (E)	Semester, Date and Period of the class	Spring Semester Tuesday, 2nd Period
Subject selection	Related Specialized Courses	Years	3-4
Instructor	Takai/Taniguchi (Education)		
Purpose and aim of the class: This course aims to integrate knowledge and skills of social psychology as they apply to the field of intercultural communication. By introducing students to intercultural education and training, covering background theories, practical methods, ethics, and evaluation, the course will allow students to get hands on experience in heightening intercultural sensitivity of themselves and others through active group learning, and application of the theories they will learn. As part of human resources development (HRD), intercultural education and training equips personnel with cognitive, affective, and behavioral skills to deal with cross-cultural interaction. We will look at cross-cultural theories that identify difficulty in communication between cultures, and then discuss what content and method would be most effective in training people to deal with such difficulty.			
Objectives Students will work in teams to design and apply their own training exercises on each other, and discuss how their methods were effective or not. They will gain first hand experience at practicing intercultural training methods, including role plays, simulations, and group discussions, hence this course is practical in nature, and requires full participation. Finally, students will learn how to evaluate and analyze the effects of training program. The goal of the course is to have students personally experience intercultural training, and have them critically judge for themselves whether they are effective tools for HRD			

Class content

1	Introduction and orientation, Intercultural education and training
2	Culture
3	Stereotypes, prejudice, and discrimination
4	Theories of cross-cultural contact
5	Intercultural communication
6	Intercultural competence
7	Intercultural training methods: Overview
8	Intercultural training methods: Cognitive learning
9	Intercultural training methods: Cognitive learning
10	Intercultural training methods: Affective learning
11	Intercultural training methods: Behavioral learning
12	Intercultural training methods: Behavioral learning
13	Intercultural training methods: Ethics
14	Intercultural training methods: Evaluation
15	Summary and synthesis

Evaluation:

Presentations: 80%

(students will present training methods in groups to demonstrate their knowledge and mastery of the methods)

Participation: 20%

(participation in discussion and giving constructive feedback to presentations)

The passing score is more than 60% out of 100%.

Direction for preliminary study:**Textbooks and Reference books:**

Selected handouts for reading.

Notice to students:

Interest in cross-cultural exchange, active participation in discussion and activities, working English ability

This course offered concurrently with G30, NUPACE, 国際開発

Subject	Education in Modern Society (E)	Semester, Date and Period of the class	Spring Semester Intensive Course
Subject selection	Related Specialized Courses	Years	3
Instructor	ZHANG (Education)		
Purpose and aim of the class: This course explores how Information and Communication Technologies (ICT) impact the society, and how ICT can be used to support teaching, learning and research. During the course, students will explore the relationship between ICT and different aspects of the society, and will be encouraged to make connections between research and their own lives in the ICT-rich world. Some commonly used qualitative research approaches such as ethnography and cases study will be introduced. The course will include discussions on readings and presentations. A final paper is required as part of the evaluation.			
Objectives The objectives of this course are to help students 1) understand how various ICT are impacting society by redefining the economic, social and cultural scene 2) understand how ICT are empowering society 3) understand issues (e.g., Digital Divide) related to ICT 4) explore how ICT can be used for teaching, learning, and research.			

Class content

1	Introduction and course syllabus
2	Selection of required readings
3	Introduction to ICT and society
4	Presentation and discussion on reading
5	Impact of ICT on our lives
6	Presentation and discussion on reading
7	ICT and development
8	Presentation and discussion on reading
9	Social media and research
10	Presentation and discussion on reading
11	Health, care, well-being and ICT
12	Presentation and discussion on reading
13	Cyber security of ICT
14	Presentation and discussion on reading
15	Wrap up
Evaluation: Assessment items include class attendance, online discussion, in-class discussion, presentation on reading, and final paper. Bi-weekly online discussion topics will be posted in a forum on the NUCT system, and students should respond to the topic by the posted deadline; In-class discussions will be facilitated by the instructor in class, students should actively participate in such discussions; Students will give a presentation on a reading they select, followed by a discussion facilitated by the presenter. A digital copy of the final paper (around 2500 words including references) is due by the day of the last class. Detailed requirements for assignments will be explained during the first class meeting.	

Attendance; 15%
Required online discussion; 15%
In-class discussion; 15%
Presentation on reading; 20%
Final Paper; 35%

Direction for preliminary study:

Textbooks and Reference books:

No textbook is required for this course. Selected articles from the attached PDF file will be used as required readings, and the remaining will be recommended as supplementary readings. The selection of the readings will be done at the first class meeting.

Articles that are not selected as required readings will be recommended as supplementary readings.

Notice to students:

There are no prerequisites for this course regarding the course topics. However, students are expected to have adequate competence of English language, as the course requires extensive reading and writing, as well as active participation in class discussions. Some basic knowledge of APA style will be an asset.

a) Attendance

Punctual and regular attendance is expected. As a courtesy, students are requested to contact the instructor in the event of an absence. Students are expected to fully participate in in-class and online activities.

b) Late Assignments

Assignments must be submitted by midnight local time on the due date. In exceptional circumstances, students may contact the instructor in advance to request a reasonable extension.

c) Plagiarism

Plagiarism is a serious offence which will result in a failing grade for the course and being reported to the relevant authorities. It is the student's responsibility to ensure that he/she is not in violation of the laws regarding plagiarism. When in doubt, students should consult the instructor.

Subject	Seminar on Economics II	Semester, Date and Period of the class	Spring Semester Friday, 4 th Period
Subject selection	Specialized Course	Years	3
Instructor	Yasuhiro DOI (Graduate School of Economics)		
Purpose and aim of the class: In this seminar students will be educated for the global human resource, who can think dynamically, discuss actively, cooperate with diverse team members and be tolerant to different opinions.			

Class content

1	Activities in this seminar: ● Find one research topic in a self-selected field in Economics or Business and give presentations. ● Join international programs with interactive communication. ● Study topics related to international economics and global business administration. ● Group Works with Japanese students and give presentations. ● Instruction for career development and supports for job hunting in Japan. ● Additional academic activities, which students request.
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Evaluation: Attendance and efforts for activities	
Direction for preliminary study: NO	
Textbooks and Reference books: NO	
Notice to students: NO	

Subject	Graduation Theses Research on Economics II	Semester, Date and Period of the class	Spring Semester Friday, 1 st Period
Subject selection	Specialized Course	Years	4
Instructor	Yasuhiro DOI (Graduate School of Economics)		
Purpose and aim of the class: In this Seminar senior students will pursue their own research for the graduation thesis. They have to have 1) Survey of the research field, 2) a good structure for a research, 3) an academic method, 4) Analyses of the factors, 5) a conclusion, 6) presentations and 7) a graduation thesis.			

Class content

1	Activities in this seminar: ● Find one research topic in a self-selected field in Economics or Business ● How to use a theory ● How to use a data set and employ an empirical research ● How to make a good presentations ● Academic Writing Additionally; ● Group Works with Japanese students and give presentations. ● Instruction for career development and supports for job hunting in Japan. ● Factory Visit and other activities
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Evaluation: Attendance and efforts for activities	
Direction for preliminary study: NO	
Textbooks and Reference books: NO	
Notice to students: NO	

Subject	Specialized Advanced Lecture (Social Science Analysis & Methods II) (E)	Semester, Date and Period of the class	Spring Semester Monday, 2nd Period
Subject selection	Specialized Courses	Years	2
Instructor	LINLEY Matthew & LEE Wan Ling		
Purpose and aim of the class: This course is an introduction the most commonly used research methods in the social sciences. A good understanding of research methods is essential for pursuing any kind of research project. We begin with the importance of developing a good research question and constructing a theory to answer it. We will then proceed to how to design a doable research project and the kinds of data to collect and analyze to help answer your research question. At the end of the course, students should be able to first, identify the various types of research methods used by social scientists and second, be able to generate a research question and choose an appropriate research design to answer that question.			

Class content

1	Introduction: The Importance of Research Methods
2	Science and Social Research: The relationship between theory, data, and analysis
3	How to Build a Theory
4	Evaluating Causal Relations
5	Research Designs: Answering your question
6	Measurement: How to operationalize concepts
7	Understanding your data
8	Sampling
9	Surveys: Designing questions and sampling
10	Field Research and In-Depth Interviews
11	Existing Data Analysis: The use of secondary data
12	Probability and Statistical Inference
13	Bivariate Hypothesis Testing
14	Multiple Regression
15	Course Conclusion
Evaluation: Attendance 10% Quizzes 30% Assignments 60%	
Direction for preliminary study: This course has no prerequisite.	
Textbooks and Reference books: Textbooks : There is no required textbook for this course. Students will receive assigned readings and handouts prior to each class. Reference books : Creswell, J. W. (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. New York, New York: Pearson. Dixon, J. C., Singleton, R., & Straits, B. C. (2019). The Process of Social Research (Second). New York, New	

York: Oxford University Press.

Kellstedt, P., & Whitten, G. (2018). The Fundamentals of Political Science Research (Third). Cambridge, New York: Cambridge University Press.

Neuman, L. W., & Robson, K. (2018). Basics of Social Research: Qualitative and Quantitative Approaches (Fourth). Don Mills, Ontario: Pearson Canada.

Notice to students:

This course will be taught by two instructors, one from Political Science and the other from Economics. This course intends to provide students with a practical introduction to both qualitative and quantitative research. It is not, however, a course in Statistics. We invite students in the Social Sciences and Humanities interesting in learning how to conduct systematic research to join.

You cannot do your own research in the social sciences until you grasp the fundamentals of research methods.