

Miyazaki International College
Course Syllabus
FALL SEMESTER 2023

Course Title (Credits)	ASA336-1: Economy of Japan
Course Designation for TC	n/a
Content Teacher	
Instructor	Paweł MŁODKOWSKI (Ph.D.)
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Office/Ext	1-402, 3710
Office hours	Tuesday: 8:30-9:00; Wednesday: 13:00-14:30; Thursday 8:30-9:00
Language Teacher	
Instructor	n/a
E-mail address	n/a
Office/Ext	n/a
Office hours	n/a

Course Description:
<p>The course introduces the economic development of Japan. The course examines the economic institution, and mechanisms. The course covers work organization, information structure, incentives, distribution and governance in the corporate firms, regional contracting between firms and corporate grouping, the role of financial institutions and the government.</p>
Course Objectives:
<p>By the end of the course, students should be able to</p> <ul style="list-style-type: none"> • Describe the economic development of Meiji Japan • Analyze the factors that lead to the miracle development of Japan • Analyze some issues of aging society, employment, and gender in the Japanese economy in the present days. • Analyze and evaluate some Japanese policies: successful and failure stories • Propose lessons of development of Japan for other developing countries
Active Learning:
<p>4-(10) group work 4-(1) Interactive lecture</p> <p>Student-lead discussions in which one student acts as the facilitator and the other students participate based on explicit instructions and guidance with regard to their assigned or chosen roles.</p>

Course Schedule		
Day	Topic	Content/Activities
1	Introduction to Japanese economy	Self-introduction and students' expectations Course introduction and discussion
2	Overview of Japanese Economy (1)	Discussion, Reading, Listening: Overview of Japanese Economy (1)
3	Overview of Japanese Economy (2)	Discussion, Reading, Listening: Overview of Japanese Economy (2)
4	History of the Japanese Economy (1)	Discussion, Reading: Tokugawa (Edo) Era: 1603-1868
5	History of the Japanese Economy (2)	Discussion, Reading: The fall of Tokugawa from different points of view
6	History of the Japanese Economy (3)	Discussion, Reading: Meiji Japan Economic development and growth in Meiji Japan
7	History of the Japanese Economy (4)	Discussion, Reading: Industrial development during Meiji Transformation of industrial structure
8	History of the Japanese Economy (5)	Discussion, Reading: Meiji policies International Trade
9	History of the Japanese Economy (6)	Discussion, Reading: Imperialism and Japan War Economy
10	Revision (1)	Revision and discussion
11	Economic Growth (1)	Discussion, Reading: Postwar Recovery 1945-1950
12	Economic Growth (2)	Discussion, Reading: Rapid Economic Growth 1950-1973
13	Economic Growth (3)	Discussion, Reading: Slowdown 1973-1987
14	Economic Growth (4)	Discussion, Reading: The lost two decades
15	Economic Growth (5)	Discussion, Reading: Information Technology and Economic Growth Abenomics: Three arrows
16	Revision (2)	Revision and discussion

17	Financial Markets and Supervision	Discussion, Reading: Japanese Financial System Nonperforming loans and the Bank crisis 1990s Main Bank System A new financial system in Japan
18	Monetary Policy (1)	Discussion, Reading: Monetary policy and inflation The bubble and its burst 1985-98
19	Monetary Policy (2)	Discussion, Reading: The challenge of deflation 1998-2012 Abenomics: the first arrow
20	Public Finance	Discussion, Reading: Tax structure and Government spending Rise and fall of the government deficit 1975-1990
21	Revision (3)	Revision and discussion
22	Saving, Demography and Social (1)	Discussion, Reading: Japan saving rate Japanese Demographic Transition
23	Saving, Demography and Social (2)	Discussion, Reading: Japanese Demographic Transition Aging society
24	Industrial Structure	Discussion, Reading: From Zaibatsu to Keiretsu Enterprise groups
25	Industrial policies (1)	Discussion, Reading: Industrial policies
26	Industrial policies (2)	Discussion, Reading: The case of the Automobile industry Why industrial policy failed to create the "Silicon Valley" in Japan
27	The Labor Market (1)	Discussion, Reading: Youth employment Working hours
28	The Labor Market (2)	Discussion, Reading: Working hours Womenomics
29	Revision (4)	Revision and discussion
30	Students' group presentations	Japan as a model for economic development


	Final Exam	Multiple choice questions
Required Materials:		
Book (recommended): The Japanese Economy, second edition (English Edition) by Takatoshi Ito and Takeo Hoshi. The MIT Press, 2020.		
Course Policies (Attendance, etc.)		
<ul style="list-style-type: none"> • Students (You) must attend every class. • If you have to miss class because you are sick, please get a note from your doctor. A doctor's note means that I can excuse your absence. • If you have more than 5 unexcused absences, you will have to withdraw from the course. • If you miss a class for any reason, you should contact teacher (email is best) to find out about the coursework you need to complete. • If you arrive late for class three times, we will count this as one absence. 		
Class Preparation and Review		
Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.		
Grades and Grading Standards		
Participation 25% Discussion 25% Student group presentations: 25% Final examination: 25%		
Methods of Feedback:		
Feedback on students' oral answers will be provided ad hoc in the classroom during open discussions. Feedback on students' presentations and presentation skills may be provided individually during office hours, in order to avoid embarrassing comments in front of the whole class.		
Diploma Policy Objectives:		
Work completed in this course helps students achieve the following Diploma Policy objective(s): <ol style="list-style-type: none"> 1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) 2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations 3. The ability to identify and solve problems 4. Advanced communicative proficiency in English 5. Proficiency in the use of information technology 		

SDGs との関連

(注) SDGs との関連がない場合は枠を作らなくて結構です。

This course goes along with SDG Goal 4 "*Ensure inclusive and equitable quality education and promote life-long learning opportunities for all*". The course initiates curiosity and self-learning methods which will last for life for students.

Notes:

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class Discussion, Reading: s Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class Discussion, Reading: s, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Writing					
	Oral Communication					