

Japanese Economy



Language-Across-the-Curriculum JAPN 4733

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Instructor(s)

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Course Descriptions and Goals

Credit Hours	3 credits
Prerequisites	<p>This class differs from all the other Japanese classes you may have taken so far. The purpose of this course is not simply to learn Japanese. Rather, through this course, you will learn about Japanese economy by using your Japanese language skills. You are assumed to possess language facts and skills equivalent to having completed <u>JAPN 3001</u> including typing skills in Japanese:</p> <ul style="list-style-type: none">• typing Japanese (1)• typing Japanese (2) <p><u>A minimum of novice-high in oral proficiency and the level approaching intermediate-low in writing proficiency in Japanese is assumed, and advanced language proficiency in English is required.</u> If your current level of Japanese is defined as "alpha," the new level of Japanese you are going to face in this class will be "alpha + 1." This means that no matter how much you study, you may NOT be ready for 100% of the materials presented. There is no need to feel discouraged by this. It is natural that you sometimes get frustrated for not understanding everything said in class in Japanese. You will be expected to build a tolerance for the unknowns in class while, at the same time, you will learn to accommodate your lack of language facts by building background knowledge based on supplementary materials (some are in English) presented by your INTA teacher.</p>
Course Objectives	<p>From the ashes of the Second World War, Japan emerged as the world's second largest economy and only recently surpassed by China to be the third largest economy. Today, Japan is a center of global finance and innovation, a "trading superpower," and a leading producer, exporter, and consumer of industrial and high-technology products. What are the wellsprings of Japan's economic "miracle?" In</p>

	<p>what ways are the pre- and postwar economies linked? What are the costs and trade-offs of the Japanese system? Are there elements of a Japanese model that can be emulated elsewhere? How should America's government respond to the challenge posed by Japan?</p> <p>This course is intended to provide students with an introduction to the economy of modern Japan. The course is divided into two major sections. After a brief orientation and overview, we will begin exploring the historical roots of Japan's contemporary economy. We then take an in-depth look at key aspects of the Japanese economy: theories of the postwar economic miracle, industrial structure and policy, the labor market, saving and the cost of capital, international trade, international finance, US-Japan economic conflicts, and the causes and consequences of the "bubble economy."</p> <p>Throughout the course, we will seek to understand Japan through the use of Japanese-language readings, films, and other instructional materials.</p>
Textbook & other course materials	<p>Some materials shown below for this course have been uploaded to T-Square.</p> <ul style="list-style-type: none"> • 新しい社会歴史 (東京: 東京書籍、平成18年) • David Flath. The Japanese Economy. Oxford University Press, 2000. • Other readings <p>Many materials are in Japanese. It will be necessary for you to configure your computer to correctly display these contents. We will explain how to do this during orientation.</p>

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION	
ML Learning Outcome 1: Demonstrate oral and aural proficiency in the target language	JAPN 4733: Students will demonstrate the intermediate low oral and aural proficiency in discussing topics introduced in this class.
ML Learning Outcome 2: Demonstrate effective presentation skills in the target language	JAPN 4733: Students will be able to demonstrate the intermediate low oral skills in making a 20-minute presentation on a chosen topic from this class.
ML Learning Outcome 3: Demonstrate writing proficiency in the target language	JAPN 4733: Students will demonstrate intermediate mid proficiency by making written contributions with regard to posted topics in the forums.
ML Learning Outcome 4: Demonstrate proficiency in comprehension of authentic written texts in the target Language	JAPN 4733: Students will demonstrate intermediate mid reading proficiency of authentic Japanese documents (textbook and other materials).
ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE	
ML Learning Outcome 5: Demonstrate in-depth knowledge of a <i>specific</i> target-language country or region	JAPN 4733: Students will demonstrate their in-depth knowledge of the economic characteristics and trends unique to Japan.
ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)	JAPN 4733: Students will demonstrate their ability to identify and discuss major issues of Japanese economy within its historical, sociocultural, political and international relations contexts.
ML Learning Outcome 7: Demonstrate critical reflection on cultural complexity and context	JAPN 4733: Students will demonstrate their ability to discuss critically on at least three issues identified above and propose how they should be solved.

Final Grade Breakdown

You will be expected to come to class having read the assigned materials and prepared to actively participate in classroom discussion. A short vocabulary quiz will be administered at the beginning of each class. The "Forums" on T-Square will also be used to discuss related topics, and you are expected to contribute a minimum of three (3)

postings in Japanese every week. In the Forums some topics will be posted by the instructor, but you are free to start your own topic related to the topic of this course, post your responses, etc. There will be two examinations, a mid-term and a final, based upon material covered in lectures and readings. Examination questions will be distributed in advance to allow time for focused reflection and preparation. You will be asked to submit a brief summary of the plots of two Japanese movies that will be viewed in class. Active and informed classroom participation will be given positive consideration in borderline grading decisions.

Reading assignments	10%
Forum contributions on T-Square (At least 3 postings in Japanese every week)	10%
Vocabulary Tests	20%
Movie assignments	10% (5% each)
Presentation (20 minutes)	10%
Midterm Examination	20%
Final Examination	20%
Total	100%

This class is team-taught by two teachers -- one from INTA (Woodall) and one from ML (Kikuchi) -- and they alternate each time. The INTA teacher will conduct his classes by mixing Japanese and English freely while the ML teacher will use Japanese exclusively. During the class, you are allowed to use ONLY Japanese unless indicated otherwise by the teacher. You will be exposed to an unprecedented number of new Japanese words and expressions. We will emphasize those that are important and worth studying for examinations. If you are not ready for this arrangement, we do not recommend this course for you.

Course Outline and Reading Assignments

Date	Discussion Topic
Week 1	Course Overview and Computer Orientation
Week 2	Historical Background I: Prewar Roots of Japan's Economy Readings: Flath, Chapter 2 and Online reading (in Japanese)
Week 3	Historical Background II: Imperialism, War, and Occupation Readings: Flath, Chapter 3 and Online reading (in Japanese)
Week 4	Historical Background III: The High-speed Growth Era Readings: Flath, Chapter 4 and Online reading (in Japanese)
Week 5	Movie: "Hula Girls" Readings: Online reading (in Japanese)
Week 6	International Trade and Finance Readings: Flath, Chapters 7 & 8 and Online reading (in Japanese)
Week 7	Review for midterm exam Midterm Examination
Week 8	The Labor Market Readings: Flath, Chapter 15 and Online reading (in Japanese)
Week 9	Saving and the Cost of Capital Readings: Flath, Chapter 5 and Online reading (in Japanese)
Week 10	Theories of the Postwar Economic Miracle Readings: Flath, Chapter 1 and Online reading (in Japanese)
Week 11	Spring Break
Week 12	Industrial Structure and Policy Readings: Flath, Chapter 9 and Online reading (in Japanese)
Week 13	US-Japan Economic Conflicts Readings: Elizabeth Dahl, "The Implications of Japan Bashing for U.S.-Japan Relations," <i>Swords and Plowshares Online</i> , Vol. 8 (No. 2, Spring 1999)

	(http://www.american.edu/sis/students/sword/spring99/JAPAN.PDF) [downloaded 1/7/2008], and Online reading (in Japanese)
Week 14	The Bubble Economy: What Went Wrong? Readings: Brink Lindsey, "The Bubble Economy," <i>Reason</i> , 7/1/1993 (www.encyclopedia.com/doc/1G1-13909564.html) [downloaded 1/7/2008], Kobayashi Kayo, "The Bubble Economy" (http://ocw.dmc.keio.ac.jp/International_Center/09B-016_e/lecture_contents/Class%203_The%20Bubble%20Economy.pdf) [downloaded 1/7/2008], and Online reading (in Japanese)
Week 15	The Present and Future of Japan's Economy Readings: Rowan Callick, "Make Way for Japan," <i>The American</i> (July/August 2007) (www.american.com/archive/2007/july-august-magazine-contents/make-way-for-japan0) [Downloaded: 1/7/2008], and Online reading (in Japanese)
Week 16	Review for final exam

Grading Policies

1.	Academic Honor Codes
	<p>Students in this class are expected to abide by the Georgia Tech Student Code of Conduct and Honor Code and avoid any instances of academic misconduct, including but not limited to:</p> <ol style="list-style-type: none"> 1. Possessing, using, or exchanging improperly acquired written or oral information in the preparation of a homework, term papers or exams. 2. Substitution of material that is wholly or substantially identical to that created or published by another individual or individuals including homework. (Suspicious materials will be searched on the Web.) 3. False claims of performance or work that has been submitted by other students. <p>See http://www.catalog.gatech.edu/rules/19b.php and http://honor.gatech.edu/plugins/content/index.php?id=9 for more information on academic misconduct and the Honor Code. We will take a strong action if we find any instance of academic misconduct and/or violation of GT Honor Code.</p> <p><u>All homework you submitted in class or uploaded to T-Square must have your name.</u> Adding your name to the homework serves as your signature certifying that you have followed all honored codes. If there is no name on the homework, it may be rejected for not having a valid signature.</p>
2.	Missing Classes
	<p>It is your responsibility to attend classes on time, submit every homework before the deadlines and take quizzes, tests and exams on time. You are allowed to miss classes up to the following number of classes without any question (= excused absences). During the semester, you may use these excused absences to cover for the days you have to miss classes that you cannot back up with a written, original proof of emergencies, illnesses or other legitimate reasons. (Viewing archived online classes does not count as attendance.)</p> <ul style="list-style-type: none"> • four classes (for four-days/week courses) • three classes (for three-days/week courses) • two classes (for two-days/week courses) • one class (for short summer term courses) <p>Once you use up your excused absences, every time you miss a class, you will lose 100% of class attendance points for that day. <u>No makeup work for missed classes or part of the classes will be allowed.</u> If you will be absent because of participation in approved Institute activities such as class field trips and athletic events, you must submit a written proof of your participation before the day of your absence. If you will be absent because of other legitimate reasons (e.g. job interview, jury duty, illness), submit a document which can verify the circumstances (e.g. a notice of job interview, jury duty summons, doctor's note/receipt from the clinic) as soon as possible. In any event, if you have to miss a class unexpectedly and if you have a legitimate reason, you should contact the instructor as soon as possible (within the same day).</p> <p>If you miss part of the class by arriving late or departing early, you will also be subject to the rules described in Section below. There will be no individual warnings about your missing classes and tests, missing homework deadlines, etc. <u>Having other obligations that leads to your missing all or part of a class is not an acceptable excuse.</u> Notifying the instructor about it does not also excuse you from missing all or</p>

part of the classes. **The only absences or being late that can be excused are genuine emergencies you can back up with written proofs.** (See the examples below.)

Being too busy with other classes/workload or your duties in some organizations you belong to or having technical problems cannot be used as excuses for missing classes, homework, tests and exams, or submitting homework late or taking tests and exams late. If you are going to be too busy, plan ahead and work on the homework or prepare for the tests before the deadlines, etc. so you don't have to be late in submitting homework or taking tests. If you can't plan ahead to do these things, DO NOT TAKE this course.

3. Missing Tests or Being Late in Submitting Homework

Absolutely no late homework will be accepted unless you can provide a written proof that your emergency was legitimate and genuine (See the examples below).

If you have to miss a quiz, test or exam due to predetermined, school-authorized circumstances, notify the instructor at least one week before it happens and the person (name, title, email address, phone) to whom the instructor can contact in case of questions. With timely prior notification, you can re-schedule quizzes, tests and exams. If you have legitimate excuses (examples shown below) AND you can prove it by providing a written proof (examples shown below) within a week of each incident, you can re-schedule the quizzes, tests and exams.

No makeup quizzes, tests and exams without valid written proofs are allowed and no extra-credit work will be accepted.

1. The following are examples of legitimate excuses.
 1. I had a medical emergency or infectious disease (e.g., a flu) that requires me NOT to come to the class (Submit the doctor's notes).
 2. I had family emergencies (e.g., a death of your family member. Bring a proof such as obituaries, an invitation to the funeral, etc.).
 3. I had a major accident or a disaster (Bring the police records. No photographs of the accident/disaster scenes are accepted.).
2. The following are examples of excuses that will NEVER be accepted.
 1. I am too busy with the requirements of my other courses, my job, my duties in the organizations I belong to, etc. (If you are going to be too busy with the requirements of other courses to keep up with this course, you should drop this course OR drop other courses.)
 2. I had technical difficulties.
 3. (If you are required to scan your homework) The library (or other place) was closed when I needed to scan my homework. (Be especially careful with summer courses. The library may close early and often in summer.)
 4. I need to maintain a good GPA.
 5. If I don't get a higher grade, I will lose my scholarship or I will be forced out of school. (If obtaining a good final grade is critically important to keep your scholarship or your good academic standing, submit all homework, take all quizzes and exams on time, attend all classes, etc. Consult with your instructor early if your grades on individual requirements are not good. No negotiation for grades will be accepted during/after the final exam week.)
 6. I didn't know that this requirement existed or didn't know the deadline or misread my schedule.
 7. I did my homework, but I forgot to turn it in.
 8. (If homework is required to be uploaded into T-Square) I uploaded my homework to a wrong folder or misplaced them or did not name them correctly.
 9. I forgot to tell you that I had a preplanned obligation.
 10. I am from another school and the grading policies were different there.
 11. I didn't know it was written in the Syllabus and/or Schedule (Course Portal).
 12. You never warned me when I missed my requirements.
 13. This particular case was not discussed in the grading policies.

4. Late Arrival/Early Departure and Not Paying Attention

There will be a minimum of 20% reduction for late arrival of 15 minutes or more or a minimum of 10% reduction for early departure of 5 minutes or more. During the class, you need to pay attention to each other's responses 100% of the time. Don't engage in activities that distract you such as doing your homework during the class, reading unrelated computer screens, chatting with other students on unrelated topics, and working on activities not related to the class.

FYI: Some instructors may ban additional activities that are distracting such as the use of computers in a regular classroom (not in online classes obviously). Also, in intermediate to advanced classes, speaking in the language other than Japanese may be prohibited. Read the syllabus carefully.

5.	Copying Other's Work or Lost Homework
	<p>Copying other's answers or submitting other's work is cheating. If this is discovered, a warning is issued. If you repeat it for the second time, you will receive an "F" for that requirement. If this is discovered a third time, you will receive an "F" for the entire course. In cases of open-ended questions, identical (word-for-word) answers might raise a flag for possible cheating. Remember: All homework in the past are kept by the instructor and can be checked if cheating is suspected.</p> <p>Keep all of your original work on homework, tests, etc. In the unlikely event that your work is lost after you have uploaded it, you will be requested to submit your original work or take the test again.</p>
6.	Failure to Submit Homework as Required in the Syllabus (This applies only to Online Classes.)
	<p>Submitting wrong homework, not noticing homework deadlines in the schedule (<u>In online classes, some homework may be due on the day when you have no virtual classes</u>) cannot be used as an excuse. If you are required to upload your homework to T-Square, there are specific instructions (written elsewhere in this syllabus) on how to name the files and folders. It is your responsibility to follow the instructions. Do NOT mislabel or misplace the homework files within T-Square's Drop Box. The instructor may rename or move some files or reorganize your Drop Box if you do not follow the instructions. If the instructor cannot find your uploaded homework because you did not follow the instruction correctly, you may get a zero point for that homework.</p> <p>Please check the image quality <u>before and after</u> you upload the homework (scanning quality, orientation, size, scanned area, pagination, etc.). Files may become damaged during the transmission. Make sure you can download and view the homework files again. If you can't download and view the files correctly, the instructor can't do it either. If the instructor can't view the homework correctly, some points may be taken off.</p>
7.	Failure to Turn in Your Homework Will Lower Your Grade.
	<p>Occasionally, there are students who score well on tests and exams and perform well orally without turning in any homework and claim that they deserve better grades even if they do not submit homework. <u>Your grade will be calculated strictly based on all of the requirements and will NOT be "bumped up" just because you perform well on other requirements.</u> If you feel you don't need to do the homework since you already know the material well, you should NOT be taking this course. Please register for a more advanced Japanese course. (Courses lower than JAPN 2002 will NOT be counted toward your certificate or minor.)</p>
8.	Incomplete Grade
	<p>An "I" grade will be issued <u>only</u> when a student was doing satisfactory work, but for <u>nonacademic</u> reasons beyond his/her control and deemed acceptable by the instructor, was unable to meet the full requirements of the course. If the student's performance was so poor as to preclude his/her passing, the instructor shall assign the grade of "F." (From Georgia Tech General Catalog) The "I" grade has to be removed within the semester immediately following the semester in which the "I" is given. Otherwise, the "I" grade will automatically turn into an "F."</p>
9.	Pass-Fail Students
	<p>If you are taking this course on the Pass/Fail basis, you need to earn at least 70% of the total grade in order to pass this course. During the Wimba Classroom, Pass-Fail students will be expected to do the same work and perform the same activities.</p>
10.	Audit Students
	<p>If you are taking this course on the Audit basis because you might not be able to devote your time fully to this course, this course is not recommended for you. Audit students are fully expected to submit all of the homework and take the tests and exams AND participate fully in the live classroom sessions. If the performance of audit students interferes with normal progress of the class, the instructor may decide not to call on the audit students. So, keep up with the class even if you are just auditing the class.</p>
11.	Disability Policy
	<p>Any student with a documented disability (physical, learning, psychological) who needs to arrange reasonable accommodations must contact Disability Services at the beginning of the semester at your school. For help on course content, please contact your instructor.</p>

