



Major in Economic Analysis



Through their studies, students will become true economists with the problem solving skills to guide them through the roughest of economic seas

The conventional *Japanese economic system* has proved itself to be incapable of adequately responding to our rapidly changing world. We have seen that this is the case in both the *public system*, which determines the relationship between the government and private sector economies, and in the *financial system*, which has a major impact on the stock markets and foreign-currency markets, for example. Students majoring in economic analysis will become true economists, with the skills to logically analyze and dissect a range of economic problems in areas such as these. The goal of the course is to teach students the economic theories they will require and to develop their ability to objectively analyze data in order to cultivate true economists who will be able to freely navigate the stormiest of economic seas.

Points

- To develop students who possess a logical mind and the data analysis capabilities that are needed to objectively analyze and evaluate economic trends
- To cultivate among students the problem-solving and imagination skills that will be essential when they go out into economic society, we prioritize statistical data analysis and put the spotlight on real issues

Ideal student

- A person who is interested in economic mechanisms and who wants to acquire the analytical capabilities that will enable him/her to make his/her own judgments about economic issues
- A person who wants to be an *economist* in the wide sense of the word

Pathways after graduation

National and local government bodies, financial institutions, private-sector companies, research institutions, and NPOs, graduate school.



Student's Voice

I want to have an analytical mind that will give me a clear view of all aspects of society.



I wanted to develop a logical way of thinking that will enable me to view topics in the newspapers and other media dispassionately and from my own unique perspective, so I chose economic analysis in the first semester of my second year. Even though we call this subject by a single word, *economics*, this is an extremely broad field and at the moment we are learning the fundamental knowledge required for this subject. In our seminars, we often discuss current affairs and economic problems and I am always really surprised at the analytical capabilities of the senior students, who are able to see into the heart of a matter and draw out the aspects that are concealed there. I can remember many examples of this and I think that the appeal of the Economic Analysis major is the enjoyment and discovery that goes along with this type of learning. Also, as the professors spend a lot of time guiding each student, I have a real feeling that I am growing as a person. I would like to be employed in a private company in the future, but as yet I haven't narrowed down the area in which I want to work. Since the earthquake, Japanese society has come to need the type of logical thinker who is able to solve a wide range of problems, and so once I acquire this ability, I would like to find a job where I might play a useful role in helping to solve society's problems.



Third Year Economic Analysis Student
Momoko Arakawa
(Nihon University Tohoku High School)

Second Year Second Semester Timetable

	Mon	Tue	Wed	Thu	Fri
1		Intermediate Russian C	English B I 36	Basic English for Economics (Okawa)	
2	Macroeconomics I	Introduction to Quantitative Economics	Mental Health II	Financial Systems Theory	
3	Microeconomics I			Intermediate Russian D	Specialized Practicum
4				Public Sector Economic Systems Theory	Specialized Practicum
5					

Economic Analysis Course

Through this course, students will develop the logical thinking that will allow them to understand economic mechanisms and the analytical capabilities to enable them to utilize data to make objective judgments. Through thorough study of economic theory and statistical data analysis, students will systematically learn economic analysis. The Economic Analysis course cultivates *true economists* who are not distracted by the many simplistic arguments that circulate within society, but instead are capable of truly independent thought and evaluation.

- Introduction to Modern Economics
- Microeconomics I
- Macroeconomics I
- Statistical Information Processing
- Introduction to Statistics
- Introduction to Quantitative Economics
- Economic Statistics Theory
- Special Course on Economic Analysis
- International Economics
- Economic Systems Theory
- International Finance Theory
- Applied Financial Analysis
- Public Sector Economic Systems Theory
- Environmental Economic Analysis
- Urban Economic Analysis
- Ecological Economics

Example of the Courses

Public Sector Economic Systems Theory

Students will be required to consider the significance of the public sector in market economies. Within market economies there exists an unlimited number of interdependent activities – namely, we make the things that other people want, earn money by selling these things, and then use the money to buy the things that we want – with these activities being regulated by market prices. However, there is a limit to the extent to which the market can deal with the various problems that can occur, and so the roles played by government and private sector organizations in the public sector are very important. Specifically, in this course students will be asked to consider public finance-related issues, such as public work projects, environmental problems, management of fishery resources, public utilities (electricity, etc.), taxation, and government debt.



Example of the Courses

Introduction to Statistics

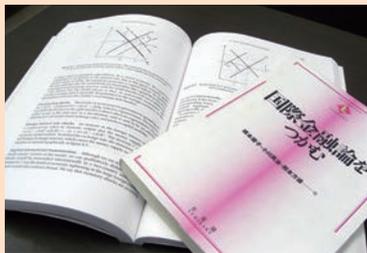
Regardless of the type of decision we want to make, it is frequently the case that the only information available to us (often in the form of numerical data) is only partial. It is in this type of situation that statistics demonstrates its true power. Statistics shows us methods to make the fullest use of limited information, enabling us to make the best possible decisions. However, we must be aware that it is not a panacea for all problems and so the goal of this course is to teach students about the fundamental concepts in statistics while also making them aware of how these concepts should be used.



Example of the Courses

International Finance Theory

In recent years, trade liberalization and financial globalization have advanced not only in developed countries, but also in developing countries, especially emerging markets. As a result, while on the one hand enormous sums of money have become available in the international financial markets, on the other, this rapid inflow of capital has generated various types of economic risk, such as a currency crisis or financial crisis. During this course, students will be asked to think about events such as these that are actually occurring, and will come to understand the theoretical basis for the various problems related to international finance and also acquire a deeper understanding of the mechanisms through which they occur.



Example of the Courses

How to Read Economic Data B

Economic data comes in a wide variety of forms. This course considers data compiled into macro forms (macro data), explains the implications of and methods for using this type of data, and moreover provides a theoretical background to its use. It also elaborates on some of the issues dealt with in the first year course an introduction to modern economics (an introduction to macroeconomics), but aims to go beyond simple dictionary definition understanding of terms to provide students with a theoretical understanding of the fundamental body of knowledge in this field.



Example of the Courses

Mathematical Economics

It is often said that knowledge of mathematics is essential to the study of economics. In fact, mathematical economics that makes use of mathematical methods is at the very heart of economics, including in such key fields as macroeconomics and microeconomics. The mathematical economics course is open to students who want to get a real glimpse of what economics truly is. The content of the course focuses on the elements of mathematical economics and provides students with a solid introduction to this field. Students will learn how to mathematically express economic ways of thinking and how to logically develop an argument.



Example of the Courses

Macroeconomics II

Macroeconomics seeks to analyze and evaluate the economic trends and policies of one country or a collective, part of which relates to a specific type of thinking. The aim of this course is to provide a bridge between the introductory course and the advanced level courses in this field. By focusing on macroeconomic time periods, students are taught how to analyze macroeconomic phenomena in the short, medium, and long terms. Also, during the course students will be taught to question the extent to which actual economic trends can be expressed in theoretical terms.

