

国際研究講座 (INTERNATIONAL STUDIES)

SPECIAL COLLOQUIUM ON INTERNATIONAL RELATIONS 2credits (Fall)

国際政治論特殊研究 2単位 (秋学期)

Technology and Governance in Southeast Asia

Professor, Faculty of Law YAMAMOTO, NOBUTO
法学部教授 山本 信人

Course Description:

This seminar will feature two central thematic concerns. It will explore the principal macro-structural patterns of domination and exploitation from the viewpoint of state infrastructural power and technology. In conjunction with the domination of "West," it will also address the problematic formation of modern state. A historical-comparative framework will be utilized to investigate how technology and its related ideologies were instrumental in European colonialism, and how they influenced the historical formation of state power and social structures in Southeast Asia.

Textbooks:

See the tentative schedule below.

Course Plan:

Tentative schedule:

Week 1: Introduction

Week 2: State Infrastructural Power

Hillel Soifer, "State Infrastructural Power: Approaches to Conceptualization and Measurement" *Studies in Comparative International Development*, 43-3/4 (2008), pp. 231-251.

Week 3-5: Technology and Ideologies

Michael Adas, *Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance* (Cornell University Press, 1990)

Week 6-7: Technology and Nationalism

Rudolf Mrazek, *Engineers of Happy Lands: Technology and Nationalism in a Colony* (Princeton University Press, 2002)

Week 8-10: Modern State and Human Conditions

James Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (Yale University Press, 1999)

Week 11-13: Anarchy?

James Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia* (Yale University Press, 2009)

Lecturer's Comments to Students:

Assigned Readings:

Assigned Books will be available at the reserved bookshelf of Mita Media Center (library). The reading of week 2 will be available from e-journal from Mita Media Center.

Writing Assignment:

Students will be required to write 2-3 page response papers to the weekly readings. These should be critical and creative commentaries on the assigned reading, not summaries.

Method of Evaluation:

Final grades will be based on the weekly papers and class participation.

DEVELOPMENT AND SOCIAL CHANGE 2credits (Spring) 開発と社会変容 2単位 (春学期)

Effect of Development Policy and Social Change at Grass-roots
Community in Indonesia

Professor, Faculty of Economics KURASAWA, AIKO
経済学部教授 倉沢 愛子

Course Description:

I will describe social changes brought by rapid and heavy development policy, taking a case of Indonesia. My analysis is based on field research in two sites (one urban and another rural) where I have been watching since 1996. I will focus on changes on such aspects as human relations within the community, flow of information and changes in communication mode, religious piety, life-style etc. I will show you video

which I recorded at the research sites.

Through this course first of all I want you to get clear image on people's life in a relatively "unknown" world, and so doing, to reconsider such questions as what is "development" and what is "prosperity. Does economic development really bring you prosperity and happiness ?

Critical analysis and evaluation are most welcome.

Reference Books:

Kurasawa, Aiko, Jakarta Rojiura Field Note, Chuokoronshinsha 2001

Course Plan:

- (1) Introduction on Indonesia
- (2) Suharto's development policy and foreign aid (national level analysis)
- (3) Development policy in economic sector
- (4) Development policy in health sector (1)
- (5) Development policy in health sector (2)
- (6) Development policy in education
- (7) Neighborhood Association and Control of people
- (8) Increased flow of Information
- (9) Strengthening of Muslim belief (1)
- (10) Strengthening of Muslim belief (2)
- (11) Emergence of new urban middle class
- (12) Globalization and flow of pop culture
- (13) Definition of "prosperity"

Method of Evaluation:

attendance & class participation including short presentation

WORLD OF SOUTHEAST ASIA 2credits (Fall) 東南アジア世界の諸相 2単位 (秋学期)

Understanding Contemporary & Historical Aspects

Professor, Faculty of Policy Management NOMURA, TORU
総合政策学部教授 野村 亨

Course Description:

In this class, students are exposed to contemporary as well as historical aspect of Southeast Asia. The information acquired in this lecture will surely be quite useful for those who want to be engaged in business in this fast-developing region.

Textbooks:

None. Handouts will be given from time to time by way of the attached file in the e-mail.

Reference Books:

Several books will be suggested during the class.

Course Plan:

1. Orientation
2. Nature and Climate of SEA
3. Languages of SEA
4. Music of SEA
5. What is SEA ?
6. SEA & Japan
7. SEA & European Power
8. Politics of SEA
9. Other aspects of SEA

Please note that above order may change with short notice. For further information, please ask the professor directly.

Lecturer's Comments to Students:

Students are recommended to bring along a map of Asia and / or Southeast Asia in every session.

Basic classroom rules will be indicated at the first session and refer to it during the session from time to time.

Method of Evaluation:

In class Exams, Attendance, Participation

Questions/Comments:

Should be forwarded to : nomura@sfc.keio.ac.jp

No petition on scores will be acceptable.

CONSTRUCTING INDIA 2credits (Spring)

インドをソウゾウする 2単位 (春学期)

Indian and Japanese Perspectives and Policies

Lecturer WILLIAMS, MUKESH K.
講師 ウィリアムス, ムケーシュ

Course Description:

India is a fast developing economy and a nuclear nation with ambitions to become an Asian and a global leader. It is keen to address some of the colonial ills such as a cumbersome bureaucracy and suspicion of globalization by establishing new economic and political ties with Japan and the rest of the world. What significance does this have for Japan and the rest of the world can only be understood if we delve into its ancient past and understand its present aspirations. Japan is now keenly looking towards India as a new partner in the areas of both business and strategic defense. In August 2007, the former Japanese prime minister Shinzo Abe visited India as part of an emerging Japanese policy to build a bilateral relationship between India and Japan. He gave a speech entitled, "Futatsu no umi no majiwari" (<http://www.mofa.go.jp/region/asia-paci/pmv0708/speech-2.html>) where he outlined his concepts relating to the history of Japan-India contacts over the centuries. The title of the speech came from a 17th century book Confluence of the Two Seas by a Mughal prince Dara Shikoh and was therefore replete with references to Indian culture. Some commentators saw the speech as a "paradigm shift" in Japan's foreign policy with India. (For more information see: <http://japanfocus.org/products/details/2514>) As part of this visit and policy, Japan became an official partner in the Delhi-Mumbai Industrial Corridor Project (DMIC) agreeing to finance 30 billion USD of the project. (For more information see: http://commerce.nic.in/PressRelease/pressrelease_detail.asp?id=2090). Yet there is a wide gap between government policies and public awareness, particularly as it relates to modern Indian society, politics, economics, identities, caste and class. To bridge this gap, there is a need within the Japanese academic context to focus on these changing patterns in India since the last century and their impact on the contemporary geographical, political and economic region, especially Japan. This course will use an interdisciplinary approach to explore the shifting contours of India's past by focusing on the Indian economy, nuclear program, hard/soft identities, literatures and languages. It will not provide a simplistic solution by employing a unified "grand" narrative but explore multiple narratives to reveal the fragmentariness of the Indian experience. Beginning with an examination of the histories of an Indian past, the course will proceed through lectures by representatives of the Indian and Japanese communities and the academia to develop a more comprehensive perspective of India and the historical and cultural connections that inform Japan's policies today.

The class will be conducted in English and reading and writing will be primarily in English.

Grades are also based on attendance and classroom participation.

Textbooks:

Williams, Mukesh and Wanchoo Rohit.(2008) Representing India: Literatures, Politics, and Cultures. New Delhi:Oxford University Press. ISBN:978-0-19-569226-8

Reference Books:

Sarkar Sumit. (2002) Beyond Nationalist Frames. Delhi: Permanent Black. ISBN: 978-8178240862

Course Plan:

1st week: Organization/demo/study groups
2nd week: Languages of the Mythic and Modern Past/Sanskrit,Persian and English by Dr. M. Williams
3rd week: India's Nuclear Program: See the following essay by Dr. M. Williams entitled "Reevaluation of India's Nuclear Program" at <http://www.boloji.com/analysis2/0436.htm>
4th week: Lecture on Indian Connections to Japan by a representative of the Indian embassy/business community (Mid-May, date to be announced later)
5th week: Images of Indian Independence and South Asian Diaspora - Gandhi, Bose and the Freedom Struggle by Dr. M. Williams
6th week: Indian culture and religion from early to colonial and modern times by an (7th week: Japan/India economic futures by Indian/Japanese

business leader, date to be announced later

8th week: The ways India views Japan and Japan views India by former Indian ambassador to Japan and Professor Aftab Seth date to be announced later. Also check the following website:

http://www.ris.org.in/china_aftab_seth.pdf and

<http://www.time.com/time/world/article/0,8599,1569557,00.html>

9th week: Indian Identities-Japanese eyes by Dr. M. Williams; lecture based on the book

10th week: Caste and class; End-semester project work - in class preparation

11th week: End semester project presentation

12th week: End-semester project presentation

13th week: Summing up, submission of late assignments

Lecturer's Comments to Students:

The course will require one hour of outside class reading per week as well as 30 minutes of homework preparation. Please participate in class discussions even when you are not confident about your ideas. I want you to speak and offer your opinions freely.

You will be expected to present seminar papers, conduct discussions in the classroom and write reports on related topics. You might like to establish individual email contact with undergraduate and graduate students of Delhi University/ Jawaharlal Nehru University and exchange ideas on youth culture, local and national politics and individual aspirations. Lectures 2, 5, 9 and 10 of this course will be based on the book Representing India mentioned below. It is hoped that the preorder of the book will make it available to students before the beginning of April 2010 semester. However those who wish to procure the book beforehand may place an order directly with the publishers at the Amazon.com URL: <http://www.amazon.co.jp/Representing-India-Literature-Politics-Identities/dp/0195692268/> We would like to use some of these sites to support our arguments and understanding of the subject:

Japan views India: Tradition and Modernity: India and Japan Towards the Twenty-First Century edited by Hiroichi Yamaguchi and Haruka Yanagisawa, 1997

<https://www.vedamsbooks.com/no12779.htm>

India/Japan Relations: <http://www.google.com/search?hl=en&q=http%3A%2F%2Fwww.asiamedia.com>

Japan Times analysis: <http://classified.japantimes.com/nationalday/pdfs/20090815-india.pdf>

MOFA survey:

http://www.mofa.go.jp/announce/announce/2009/5/1191566_1134.html

Method of Evaluation:

1. Exam: No written exam but an End-Semester Project Presentation: (50% Credit)
2. Reports (Short Weekly reports of one paragraph on all topics discussed in class: (30% Credit)
3. Attendance, Participation: (20% Credit)

COMMUNITY DEVELOPMENT AMONG DEPRESSED MINORITIES IN JAPAN AND INDIA 2credits (Spring)

被差別マイノリティのまちづくり: 日印比較 2単位 (春学期)

Cross-cultural Studies between Japan and India

Lecturer NISHIMURA, YUKO
講師 西村 祐子

Course Description:

This course intends to give a comparative cross cultural analysis between two prominent countries in Asia: Japan and India. Studying societies from the grassroots level at the bottom of social strata, students are required to analyze the relationship between the socio-cultural stigmas and politico-economic power hierarchies. Students will learn not only the problems, but also the transformations of these communities in the 21st century. What are the changes and how are these changes taking place? The first six classes will discuss issues related to Japan's Ex-Untouchables (Burakumin), the urban poor (the homeless, internet café refugees, flophouse district residents, ethnic minorities such as resident Koreans, the Ainu, Okinawans and the recent immigrant minorities from overseas. The second component of the course will discuss India's depressed minorities particularly the Ex-Untouchables and the Ex-

criminal tribes, women, slum dwellers and the poor in rural areas. What are the problems surrounding them and how are these issues being dealt with by the government and NGOs? What are the keys to solve the problem? This course intends to provide students with a socio-cultural understanding necessary to understand social change in societies.

Textbooks:

Japan's Minorities: The Illusion of Homogeneity, ed. by M. Weiner, Routledge, ISBN0415130085

Civic Engagement in Contemporary Japan: Established and Emerging Repertoires, eds. by Henk Vinken, Yuko Nishimura et. al., Springer1441915036

Reference Books:

Karner, C. Ethnicity and Everyday Life, Routledge, 2006.

Edward, L. In Spite of The Gods. Abacus, 2006.

Pekkanen, R. Japan's dual civil society: members without advocates, Stanford University Press, 2000.

Course Plan:

1. Japan's Depressed Minorities : An Overview
2. Japan's Ex-Untouchables
3. Community Development before and after the World War II
4. Japan's Minorities: Ainus, Okinawans, resident Koreans, and migrant workers.
5. Japan and Minority Policies: Case studies of Flophouse District Neighborhoods
6. Japan's Urban Poor
7. Nikkeijin; the phenomenon of return migration
8. 'Self', 'Other', 'Soto', and 'Uchi'
9. Japan's Dual System
10. India's Depressed Minorities- An Overview India's Ex-Untouchables and Their Histories.
11. Community Development among the Slum Dwellers: Self-Help Groups and NGOs
12. Women and Discrimination: How do they fight against Dowry Evil and Infanticide?
13. Epilogue: Social Change Movement in India and Japan

Lecturer's Comments to Students:

In the first class, you will be given a password to have access to my online studies course. This will give access to online reading references, reading materials, PPTs used in the class etc. And you will be asked to write comments directly online after each class. This will be considered as part of class evaluation. Term paper should also be submitted to this online site.

Method of Evaluation:

Attendance & Class participation (including your comments given online): 35%
term paper: 65 %

INDIA TODAY 2credits (Fall)

現代インド事情 2単位 (秋学期)

Class, Caste, and Gender in India

Lecturer NISHIMURA, YUKO
講師 西村 祐子

Course Description:

This is a 'crash course to learn about India today.' Students who have not studied about Indian society are welcome.

Class, caste, and gender are still key elements to understand globalizing Indian society. We will study how they are inter-related, and how the cultural difference between the North, the South, and the West and the East has created India's cultural identities. We will also compare India with Japan and other Asian countries and discuss how they are similar.

Key issues such as India's Dalits (the ex-Untouchables), women and religion, religion and politics etc., disparity between urban and rural areas will be discussed in relation to the emergence of Indian civic sector. The class will ultimately lead you to think about modernity in Asia.

Textbooks:

Reading materials will be given via online studies site.

Reference Books:

Das Guruchan 2004 India Unbound Penguin Books

Harris J. & Corbridge S. 2003 Reinventing India. Oxford Univ. Press.

Course Plan:

1. India and its regional Differences
2. India and the Class Hierarchy
3. Caste, Class, Gender, and Politics
4. Who are the Dalits? India and Its Post-colonial Reservation Policies
5. What is Caste?
6. Caste and Kinship
7. Gender and Social Problems: Marriage Market and Dowry
8. Gender and Education
9. Emerging Middle Class and the Rural Poor
10. Non-Resident Indians(Overseas Indians) and India's Popular Culture
11. Religion and Politics
12. India and Grassroots Civic Actions
13. Epilogue: Indian Society and Globalization

Lecturer's Comments to Students:

I use audio-visual materials in almost every class (DVDs, PPTs, internet sites). You will be given a password to my online study course in the first class which will give you access to rescind materials, my class PPT presentations etc. You must also write comments directly on the site after each class.

Method of Evaluation:

Attendance + Online comments : 35 %

Term paper: 65 %

INDIAN MUSIC 2credits (Spring)

体系学としてのインド音楽 2単位 (春学期)

Systematics, Mathematics, Linguistics and Poetics in Indian Music:

Practical and theoretical studies in creative expression

数学・言語学・詩学・音楽学をむすぶ理論と実践

Lecturer HOFFMAN, T. M.

講師 ホッフマン, ティ エム

Course Description:

While Western music studies train individuals to follow a written script (notation) in a group situation featuring harmony, in Indian classical music the student is trained to improvise based on principles of melody and rhythm. This resembles the process of speech in language, where information and ideas are given form in verbal communication through spontaneous combination of phonetics and grammar. Proficiency in speech can also be nurtured through applying the time-tested theories and practices of Indian music. This is best achieved through the enjoyable study and practice of rhythm, melody and text in vocal music. This course will examine structural features of Indian music and apply them in experiencing the process of improvisation. Systematic exercises in rhythm and melody will introduce sophisticated concepts of time and space. Indian vocal music compositions will present language in relation to melody and emotion. Exercises for group, pair and individual will be introduced, and participants will be encouraged and assisted in composing and improvising upon their own creations. This course will promote understanding of the world of creative arts in general.

No prior experience in music or performing arts is required.

Textbooks:

CD "Khyal and more: Vocal art of Hindustan" JVC VICG 60322 (w/ notes in English & Japanese)

Printed materials will be provided by the lecturer.

Reference Books:

(will be introduced in the course)

Course Plan:

1. Course introduction - an overview of music systems in the world
2. Principles of mathematics and linguistics in Indian music classification systems
3. The essence of South Asian music - coherent improvisation in melody and rhythm
4. Principles of mathematics in rhythm - introducing the Indian tala system
5. Workshop in rhythm - combining sound and time in language

6. Principles of organization in melody – introducing the Indian raga system
7. Workshop in melody – varieties of scales
8. Combining rhythm and melody in practice
9. Introduction of simple compositions combining melody, rhythm and poetry
10. Workshop in combining composition with improvisation
11. Workshop in combining composition with improvisation (2)
12. Producing our own compositions (melody and rhythm with Japanese text)
13. Review and discussion

Lecturer's Comments to Students:

Participants will not be required to learn any language or complex notation. Interesting relationships between Japanese and Indian languages will help us to understand music as a counterpart of language. Materials and instruction will also be available in Japanese.

Method of Evaluation:

1. Attendance & Participation (very important)
2. Reports (two reports on related topics)
3. Exam

LISTENING TO ASIA 2credits (Spring)

アジアの音楽 2単位 (春学期)

Sounds Divine and Mundane in Nature, Language and Music
音楽・言葉・自然の音の構成・神性・魅力

Lecturer HOFFMAN, T. M.
講師 ホッフマン, ティ エム

Course Description:

We will become familiar with the sound culture of Asia, focusing on the various natural environments, languages and musics in the region with a view to discovering both distinctions and universalities that may also aid us in understanding other disciplines and regions. From their origins in classical India, Greece and China and evolution in other places and times, we will trace influences of sound in health, religion, society, politics, and material worlds of traditional and contemporary culture. Examining principles and examples of instruments, rhythm, melody, improvisation and composition, we will approach music as both art and science, and discuss its interface with mathematics and linguistics. We will try to be aware of cultural and economic development, regional identity and globalization, and gender and other factors facing the makers and consumers of sound culture, and recognize East-West and North-South exchanges that have shaped our respective musical and linguistic identities.

We will begin with a survey of the nature of sound and its use as a means of communication and expression, then travel through the sound cultures of Asia with the aid of audio-visual materials, live music demonstrations, and whatever other resources are available. Students will find opportunities for active participation, and to share their perceptions and experiences in class.

Textbooks:

Printed materials distributed in class.

(CD) JVC World Sounds Best 100 地球のうた. Japan Victor Co., 2000.
(optional: available in course directly from the lecturer)

Reference Books:

Audio-visual and other materials (in English and Japanese) to be introduced in class.

Course Plan:

- 1 in tune with nature – experiencing soundscapes of Japan, India, Indonesia, Iran, etc
- 2 time - rhythm in nature, language and music
- 3 pitch – hearing and seeing sound, horizontally and vertically
- 4 structure – solo and group performance in Asia
- 5 India
- 6 South Asia
- 7 China
- 8 Korea
- 9 Japan

10 Southeast Asia

11 Central Asia

12 West Asia

13 Review

Method of Evaluation:

1. Attendance & Participation (important)
2. Reports (two reports)
3. Exam

INTRODUCTION TO CONTEMPORARY AUSTRALIAN SOCIETY 2credits (Spring)

現代オーストラリア社会入門 2単位 (春学期)

Introduction to Contemporary Australian Society:
History, Culture and Environment

Lecturer HAWKINS, GAY
講師 ホーキンス, ゲイ

Course Description:

This course examines key features of contemporary Australian society. It explores three main themes: histories and identities, culture and politics, and environments. Students will be introduced to the main forces that have shaped Australian society and national identity. They will also examine the ways in which these forces have changed understandings of what it means to be 'Australian' in a rapidly globalising world. How have colonisation, indigenous populations and mass immigration produced different meanings and experiences of 'being Australian'? Other key questions to be examined will be: how is Australia positioned in relation to its region? What role have European, American and Asian influences played in its development and identity? And what are the unique issues and conflicts that shape Australia as a modern, developed nation in the 21st century?

Textbooks:

David, Carter. (2006). Dispossession, Dreams and Diversity: Issues in Australian Studies 1st ed. Pearson Longman. ISBN: 1-74091-096-6

Reference Books:

Catriona, Elder. (2007). Being Australian: Narratives of National Identity 1st ed. Allen & Unwin. ISBN: 978-1-74114-928-9

Course Plan:

Day 1: Introduction

'Life in Australia' please download at:

www.immi.gov.au/living-in-australia/values/book/#a

Please note you can download this book in Japanese.

Day 2: Colonisation

Carter, Chapter 4 - 'Aboriginal History and Australian History'

Day 3: Indigenous Dispossession

'First Australians: an illustrated history' eds R. Perkins and M. Langton, Miegunyah Press, 2008, Chapter 1

Day 4: Environment and White Settlement

Carter, Chapter 2 - 'Environment and Settlement'

Day 5: War, Nation and Public Memory

Carter, Chapter 6 - 'War, nation and public commemoration: the meanings of Anzac'

Day 6: Immigration

Carter, Chapter 14 - 'A nation of immigrants'

Day 7: Multiculturalism

Carter, Chapter 15 - 'Multicultural Australia or Australian multiculturalism'

Day 8: Governance

Australian Government: 'Becoming an Australian Citizen'

Day 9: Reconciliation and National Identity

Tony Smith 'The letter, the spirit and the future: Rudd's apology to

Australia's Indigenous People' please download at
<http://www.australianreview.net/digest/2008/03/smith.html>
Excerpts from 'The Stolen Children - their stories' edited by Carmel Bird, Random House, 1998.

Day 10: Urbanization and Everyday Life
Graeme Davidson 'Suburban Character' in *People and Place*, vol 7, no 4, 1999 download at:
http://elecpress.monash.edu.au/pnp/free/pnpv7n4/v7n4_6davison.pdf

Day 11: Australia and Regional Relations
Carter, Chapter 13 - Australia in the world: from Empire to Asia?

Day 12: Australia's Cultural and Environmental Futures
Australian State of the Environment Report download at:
<http://www.environment.gov.au/soe/2006/publications/report/index.html>

Day 13: In Class Exam and Course Review

Method of Evaluation:

1. (50%) In Class Exam Score
2. (30%) Mid Term Paper - 3 pages, due week 7
3. (20%) Attendance and Class Participation

AREA STUDIES (THE UNITED STATES) 2credits (Spring) 地域文化論(アメリカ) 2単位 (春学期)

Multicultural History of the United States

Professor, Faculty of Law OKUDA, AKIYO
法学部教授 奥田 暁代

Course Description:

One in three Americans is now a member of a minority group. The heated national debate on how government should respond to illegal immigration reveals the country's anxiety about the changing face of America. Yet the United States has always been multiracial/multicultural and indeed shaped by the presence of diverse groups. The objective of this course is to promote the student's understanding of American history and culture by exploring the diverse experiences of these "minorities" in the United States. The approach is primarily historical and assumes that the culture we describe as American derives its special characteristics from the presence of multiracial/ multicultural Americans. Emphasis will be placed on contemporary public issues as well as on historical events. We will examine specifically the continuities and changes in the lives of Native Americans, African Americans, Japanese Americans, and Mexican Americans, and see how their experiences relate to the history of the United States. By means of discussion, lectures, reading, writing, and class presentation, this course will provide new insights and perspectives into American history and culture.

Reference Books:

Arnoldo De Lion and Richard Griswold Del Castillo, *North to Aztlan: a History of Mexican Americans in the United States* (Harlan Davidson, 2006).

John Hope Franklin, *From Slavery to Freedom: A History of African Americans* (Alfred Knopf, 2000).

Jake Page, *In the Hands of the Great Spirit: The 20,000-Year History of American Indians* (Free Press, 2004).

Ronald Takaki, *Strangers from a Different Shore: A History of Asian Americans* (Little, Brown, 1998).

Howard Zinn, *People's History of the United States: 1492 to Present* (Harper Perennial Modern Classics, 2005).

Course Plan:

Introduction

Day 1 Multiracial/Multiethnic Society?

Native Americans

Day 2 Background History: "Savage Indians" to "Vanishing Indians"

Day 3 Historical Event: Wounded Knee Massacre (1890)

Day 4 Contemporary Issue: Reservation Life

African Americans

Day 5 Background History: Slavery, Emancipation, and Migration

Day 6 Historical Event: Brown vs. Board of Education (1954)

Day 7 Contemporary Issue: Affirmative Action

Japanese Americans

Day 8 Background History: Immigration to Hawaii/California, Immigration Act

Day 9 Historical Event: Japanese American Internment (1942)

Day 10 Contemporary Issue: "Model Minority"

Mexican Americans

Day 11 Background History: Manifest Destiny, Bracero Program

Day 12 Historical Event: California Proposition 187 (1994)

Day 13 Contemporary Issue: Illegal Immigrants

Lecturer's Comments to Students:

Class attendance is required and discussion is expected.

Method of Evaluation:

There are four requirements for the course: attendance, assignments, class presentation, and final paper. Evaluation will be based on all four requirements.

Attendance and Participation --- 40% Assignments --- 20%

Presentation --- 20% Final Paper --- 20%

Questions/Comments:

E-mail: aokuda@hc.cc.keio.ac.jp

AMERICAN STUDIES 2credits (Fall)

アメリカ研究 2単位 (秋学期)

American History, Culture and Foreign Policy

Lecturer WILLIAMS, MUKESH K.
講師 ウィリアムス, ムケーシュ

Course Description:

Rationale: With the end of the Cold War in 1989 the United States emerged as the most powerful nation in the world, far superseding the might of the Soviet Union in its heyday. No nation can therefore ignore the United States or fail to understand its history, culture and foreign policy. Today every nation has some kind of relationship with the United States, which is either profitable or unprofitable. Most nations include American Studies as a part of their academic, bureaucratic or administrative orientation. Since the nineteenth century until today, America has tried to define key concepts and ideas relating to freedom, welfare, civil rights, sovereignty, representation, democracy and religion in order to create a composite intellectual and political culture. At home American presidents, both constitutionalists (like Coolidge and Reagan) and interventionists (like Roosevelt and Obama) have tried to revitalize the American economy through their ingenious ideas. The ideas and values America stands for today are both important and contentious. There are no easy justifications for them and no pure positions. Keeping some of these ideas in mind, the American Studies course will introduce students to the integrated disciplinary study of American history, culture and foreign policy and help them to understand how Americans and non-Americans think about America. Students will get an opportunity to:

1. acquire presentation and negotiation skills,
2. learn new concepts, methods and vocabulary,
3. understand stereotypes of knowledge, reason/critical thinking, culture, gender and politics (bias, manipulation, prejudice, discrimination and hegemony),
4. synthesize diverse opinions and perspectives from within and outside America,
5. develop skills to write/think purposefully and strategically, and
6. acquire the habit to pursue knowledge independently and scientifically.

Textbooks:

Zinn, Howard. (2003). *A People's History of the United States 1492-Present*. Perennial Classics. New York: Harper Perennial. Price 12.89 USD. ISBN:978-0-06-083862-2

Reference Books:

Colbert, David ed. (1998). *Eyewitness of America: 500 Years of American History in the Words of Those Who Saw it Happen*. New York:

Vintage Books(Division of Random House). Price 12.21 USD.ISBN: 0-679-76724-x

Course Plan:

1st Week: Organization/ demo /study groups

2nd Week: Imagining the category of the nation—European and Native American ideas.

3rd Week: Three Worlds Meet—Europe, West Africa and Native Indian—Video Script. Disney imagining Pocahontas, Europeans and Asians defining multicultural, racial and feminist divides (anti-British and anti-Indian)

4th Week: Immigration and Cultural Change, video; OMB Directive 15. Immigrant writers such as Saul Bellow, Toshio Mori, Jhumpa Lahiri, and others.

5th Week: A brief discussion of topics of presentation such as European pioneers, Native American

concept of land/ music / family life / politics/ immigrants / multiculturalism/working class life in big cities/ The Lonely Crowd / personal is political/ civil rights movement—Malcolm X/Martin Luther King; Japanese Americans/Internment camps/loyalties etc. Choose topics for presentation.

6th Week: Conflict and Change—World War I, World War II and Islam. Individual or group presentations. If you want to work in groups please make small groups (about 2/3 students) to discuss presentation topics followed by question-and-answer, discussion session. Summing up—representation of social and political reality. Create a format for presentation/outline.

7th Week: Postwar America. Manifest Destiny and unilateralist objectives; Show video US and the World (1865-1917).

8th Week: Readings from speeches by Malcolm X and Martin Luther King Jr. A discussion of Black Identity, Harlem Renaissance and the First Abyssinian Church.

9th Week: American Foreign Policy: Foreign Policy and Economic growth—Constitutionalist and Interventionist US Presidents—Coolidge-Reagan and Roosevelt-Obama. Read Burton Folsom, Jr, “Obama’s Vision Through History, at the following website: <http://spectator.org/archives/2009/11/30/obamas-vision-through-history>

10th Week: Henry Kissinger and others on American Foreign Policy; Religion and Culture—Samuel Huntington and Margaret Albright—Clash or Synthesis of Civilizations

11th Week: End-Semester Short Presentation and 4-page final report

12th Week: End-Semester Short Presentation and 4-page final report

13th Week: End-Semester Short Presentation for latecomers/course evaluation

Lecturer’s Comments to Students:

The course will require one hour of outside class reading per week as well as 30 minutes of homework preparation. Please participate in class discussions even when you are not confident about your ideas. I want you to speak and offer your opinions freely. Students will also be expected to present seminar papers, conduct discussions in the classroom and write reports on related topics. The class can be a great learning experience provided you read the handouts at home and make effort to speak in class. If all of us work together we can make the class thoroughly enjoyable. We would like to use some of these sites to support our arguments and understanding of the subject:

1. On American Foreign Policy read “Foreign Policy of Consensus: American Gulliver and Lilliputian World Bodies” by Mukesh Williams at <http://www.boloji.com/opinion/0749.htm>

Method of Evaluation:

1. End-Semester Class research-based presentation in class (60% credit)
2. An end-semester 4-page report on the topic chosen for presentation (20 % credit), homework based on the text/supplementary material (10% credit)
3. Attendance, Participation (10% credit)

HISTORY OF AMERICAN BUSINESS 2credits (Spring)

アメリカ経営史 2単位 (春学期)

Assistant Professor, Faculty of Economics YAGYU, TOMOKO
経済学部専任講師 柳生 智子

Course Description:

This course is designed as an introduction to the economic and business history of the United States, with particular focus on the developments in the 20th century. The lectures, assigned readings and activities deal not only with the key individuals and institutional developments in American business, but also with related economic and social developments in American society as a whole. Thus, topics such as economic growth, technological change, changing relationship between labor and capital, government and the framework for business, and the effects of emerging globalization will be covered. As Calvin Coolidge’s famous quote, “business of the American people is business” suggests, interpreting U.S. development from a business perspective can provide crucial bases for understanding the American political economy, as well as gain insights into the larger framework and functions of current American business world.

Textbooks:

Assigned readings will be delivered in class or will be posted on keio.jp to download.

Reference Books:

Schweikart, Larry. *The Entrepreneurial Adventure: A History of Business in the United States*. Wadsworth Pub., 1999

Blackford, Mansel G. and K. Austin Kerr. *Business Enterprise in American History*. Houghton Mifflin, 1994

Malsberger, John W. and James N. Marshall ed. *The American Economic History Reader: Documents and Readings*. Routledge, 2009

Sobel, Robert. *The Age of Giant Corporations: A Microeconomic History of American Business, 1914-1992*. Praeger, 3rd ed. 1993

Blaszczyk, Regina Lee and Philip Scranton. *Major Problems in American Business History*. Houghton Mifflin, 2005

Tedlow, Richard. *Giants of Enterprise: Seven Business Innovators and the Empires they Built*. HarperBusiness, 2001

Beatty, Jack. *Colossus: How the Corporation Changed America*. Broadway Books, 2001

Course Plan:

- 1.Introduction: Historical Background of American Business
- 2.The Entrepreneur
- 3.Organization of Business and the Making of Industrial America
- 4.The Rise of Big Business I: The Business Climate, New Management
- 5.The Rise of Big Business II: The Relationship between Government and Business
- 6.Industrialization and the American Worker
- 7.Technology and American Business
- 8.The Great Depression I: From Boom to Bust
- 9.The Great Depression II: Government Response
- 10.Wartime Economy and the Postwar Boom: Affluence and Anxiety
- 11.Evolution of Big Business I: Modern Corporate Business System
- 12.Evolution of Big Business II: Reaganomics and the New Economy
- 13.The Emerging Global Economy and Challenges to American Business

Lecturer’s Comments to Students:

Variety of sources on U.S. business and economy will be introduced for reading assignments every week. Please come to class prepared to participate in discussions.

Method of Evaluation:

Short writing assignments and a final research paper, 50%
Attendance, Participation, In-class Presentation, 50%

CANADA AND ITS INTERNATIONAL ROLE 2credits (Fall)

カナダという国とカナダの国際的な役割 2単位 (秋学期)

Canada's Vast Potential

Lecturer YELLOWLEES, JAMES
講師 イエローリーズ, ジェームズ

Course Description:

We will learn about the various key aspects of Canada as a nation, including the history, economy, society and international role of Canada. It is an interactive class so participants will be expected to contribute each class.

Textbooks:

None, will be using handouts

Reference Books:

None, will be using handouts

Course Plan:

1. Introduction to Canada/What are Your Impressions of Canada ?
2. Canada's International Reputation and Role
3. Canadian Politics
4. Decentralized Canada
5. Canadian History
6. Contemporary Canada
7. The Canadian Economy
8. Canadian Business
9. Canadian Society
10. Comparisons Between Canada, Japan and America
11. About First Nations/Inuit People
12. About Canadian Culture- Multi-culturalism
13. Quebec
14. Prepare for Reports

Lecturer's Comments to Students:

Canada is a very interesting nation that has a lot of potential. If you are interested in learning more about Canada, please consider taking this course.

Method of Evaluation:

1. Reports (A five page written Report on one aspect of Canadian Politics, Economy, Society or Cultures)
2. Attendance, Participation

PROJECT 2: SEMINAR ON EUROPEAN INTEGRATION

2credits (Fall)

プロジェクト科目Ⅱ・欧州統合 2単位 (秋学期)

European integration: the European Union and the Member States

Professor, Faculty of Law TANAKA, TOSHIRO
Associate Professor, Faculty of Law HOSOYA, YUICHI
Lecturer, Faculty of Law AKEDA, YUKARI
法学部教授 田中 俊郎
法学部准教授 細谷 雄一
法学部特別研究講師 明田 ゆかり

Course Description:

The European Union strives to establish a new order in Europe. While the EU attempts to deepen its construction through the Maastricht Treaty, the Amsterdam Treaty, the Nice Treaty and the Lisbon Treaty. Moreover, EU has enlarged its scope to South and East, from original 6 to 27 member states by January 2007.

This year, the seminar will focus on relations between the European Union and the Member States, will try to shed more lights on the historical development, and will analyze its problems and future perspectives of the enlargement.

Course Plan:

1. Official language: English
2. Presentations by students and discussion to follow.
3. Special guests will be invited from the European Commission, Embassies of the Member States and acceding countries in Japan, and professors and researchers from abroad will be invited.
4. Some of the classes will be conducted by TV Conference connected with universities abroad.

Method of Evaluation:

Each student will be expected to give oral representations and join in discussions during the semester. Each student is also expected to submit a term paper by the end of semester (Length: 15 double-spaced typewritten pages including footnotes).

Questions/Comments:

Call Extension 23462 (Tanaka) for appointment.

EU-JAPAN ECONOMIC RELATIONS 2credits (Fall)

EU-JAPAN ECONOMIC RELATIONS 2単位 (秋学期)

A Partnership for the Twenty-First Century?

Lecturer HAYASHI, HIDEKI
講師 林 秀毅

Course Description:

This course is offered in English. The goal is to broaden and deepen students' knowledge in EU-Japan relations, mainly on the economic aspects, as well as on the political and social aspects.

Whole lecture is divided into two parts: in part 1, each lecture will be based on different chapters of Gilson (2000) and in part 2, the national economy of EU countries and its relations with Japan will be discussed. Related statistics and case studies are also introduced in both parts.

In each lecture, Powerpoint will be used for exposition.

As it is expected to be a small class, composed of Japanese and non-Japanese students, active questions and comments by students are welcome.

Students are supposed to submit a report on one of the questions based on each lecture and submit it at the beginning of the next lecture.

Textbooks:

Gilson, Julie, Japan and the European Union A partnership for the Twenty-First Century?, Palgrave Macmillan, 2000 (Several Copies of the text are on reserve at the library.)

Reference Books:

Kaji, *Kokusai tuuka taisei-no keizaigaku*, Nikkei, 2004

Course Plan:

Part 1.

- Chapter 1 Introduction: Assessing Bilateral Relations (1)
- Chapter 2 Developing Cooperation 1950s-80s (2, 3)
- Chapter 3 Japan and its Changing Views of Europe (4)
- Chapter 4 European Integration and its Changing Views of Japan (5, 6)
- Chapter 5 The 1990s and a New Era in Japan-EU Relations (7)
- Chapter 6 Cooperation in Regional Forums (8)
- Chapter 7 Addressing Global Agendas (9)
- Chapter 8 Conclusions: A Partnership for the Twenty-first Century (10)

Part 2.

- Germany, France and Benelux (11)
- Italy, Spain, Portugal and Greece (12)
- UK, Ireland, Nordic and Central/Eastern European Countries(13)

Lecturer's Comments to Students:

Any students who are interested in Europe are welcome, regardless of the faculties(economy, business,law and politics, literature, etc.) and the grades(3rd, 4th,etc.).

Method of Evaluation:

- ・試験の結果による評価 30 % (End-of-term Examination)
- ・レポートによる評価 60 % (Aggregate score of each weekly report)
- ・平常点 (出席状況および授業態度) による評価 10 % (According to the contribution of students by active questions and comments)

Questions/Comments:

Anytime during class, also by e-mail

**AFRICAN ISSUES: THE MEANING OF MODERNITY AND
CRISES IN AFRICA 2credits (Spring)**

アフリカン イシューズ:アフリカにおける近代と危機の意味

2単位 (春学期)

Struggling in an African City: the Exploration of a Life and Magical
Practice amidst Uncertainty

Lecturer KONDO, HIDETOSHI
講師 近藤 英俊

Course Description:

Children, who are emaciated with protruding bellies and fly-infested faces, are crying for food, or worse, already motionless in their mothers' arms. For many, such a shocking scene is typically associated with Africa. This popular imagery has its origin in mass media that are often sensationalistic as to African coverage. The truth is that Africa is the continent of wonderfully rich and diverse cultures, where people live their vibrant everyday life. Yet, from this, it does not immediately follow that Africa is a trouble-free region. Just as Japan and other industrial countries have many social problems, Africa does have critical issues to be pursued.

This course is intended to explore some of the major problems that Africa is currently facing. This year we will focus on the critical aspects of the lives of people in an African city and the significance of magical practices in comprehending and controlling their crises. Of many changes Africa has undergone since the beginning of colonial period particularly remarkable are the acceleration of movement of people, commodities and knowledge, the multiplication of social identities and negotiation over cultural meanings and values. These changes find the clearest expression in the cities that owe their phenomenal growth largely to migrants and yet lack the forces to systematically control their lives. Industrial capitalism as well as rationalized state bureaucracy being underdeveloped, they manage their lives in continuous flux of cultures and social relations; during the course of action, they tend to encounter multitude of various and often hitherto unknown interpretations, knowledge and persons and to try those that happen to appear to fit their situations 'here and now'. Their actions are often at the mercy of luck. It is in this realm of contingency and possibility (uncertainty) where one should understand the crises of the city dwellers and their coping strategies including their frequent use of magical practices in Africa.

Thus, based on the field research in the city of Kaduna, a city known for its extreme cultural diversity in Nigeria, the course will make an in-depth analysis of the above issues by closely examining the crises of several individuals and the magical practices of traditional healers living in the city.

Textbooks:

Texts will be distributed in due course.

Reference Books:

The list of suggested readings will be distributed in due course.

Course Plan:

1. Introduction
2. A Step into the realm of Contingency-Possibility: Theoretical Reflection
3. Lost in Flux: the Making and Unmaking of Self(1)
4. Lost in Flux: the Making and Unmaking of Self(2)
5. Illness in Between: Capitalism and Moral Economy(1)
6. Illness in Between: Capitalism and Moral Economy(2)
7. Business without Trust: Entrepreneur in Crisis(1)
8. Business without Trust: Entrepreneur in Crisis(2)
9. Ejective Solution: Witchcraft, Inequality and Gender(1)
10. Ejective Solution: Witchcraft, Inequality and Gender(2)
11. Magic for Money, Money as Magic: the Practice of Healers(1)
12. Magic for Money, Money as Magic: the Practice of Healers(2)
13. Conclusion

Lecturer's Comments to Students:

The course comprises lectures and class works. For class works, students are required to read and summarise a text (minimum 20 pages per week) before attending the class. In the class, students will discuss their readings in a small group and then present it in front of all the rest.

Method of Evaluation:

Assessment is based on active participation in class works and an essay (4000 words) submitted at the end of the term.

BUILDING THE GLOBAL VILLAGE 2credits (Fall)

グローバルヴィレッジ構築に向けて 2単位 (秋学期)

Japanese Policies in Southern Africa:

Trans-National Issues and Individual Response-

The Consumer as Participant in Development Policy

Professor, Faculty of Environment and Information Studies

FREEDMAN, DAVID J.

環境情報学部教授 フリードマン, デビッド J

Course Description:

In an increasingly connected world, there are no specialty areas. Integration into a growing global economy encompasses both economic and trans-economic issues. At the Davos World Economic Forum 2001, the term "culturomics" was coined to define how various intellectual disciplines needed to be combined in order to gain a more complete view of the issues facing a "global" economy. This course will focus on a particular area, Sub-Saharan Africa and the various issues: political, cultural, economic and environmental, that the people of this region face as they look to integrate into the "global village." Speakers from the various embassies of the region will be invited to speak on the theme of global economy, culture and change and the impact of Japanese policies within the region.

As the countries of sub-Saharan Africa attempt to formulate policies in areas such as HIV care and education, sustainable development, conflict management and the growth of open societies, these policies connect with similar policies and issues around the world. Japan has made aid for African nations and support for the New Partnership for Africa's Development a major part of its international policy. In 2004, Japanese Prime Minister Junichiro Koizumi pledged \$1 billion for education and health care in Africa making Japan one of the major aid donors for Africa. Next year at the fourth Tokyo International Conference on African Development these efforts will face a renewed evaluation. (<http://www.jica.go.jp/english/resources/field/2007/aug30.html>) Yet, there is an "information gap" between the policies and intents of the Japanese government and business community and the response and knowledge of the Japanese citizen as to the recent history, the varied cultures and issues in Africa today, and the goals and effects of the Japanese policies themselves.

This course will be an introduction for students interested in issues affecting global governance and Africa. Through a series of lectures offered by ambassadors and embassy officials from the S.A.D.C. group, (<http://www.mbeni.co.za/orsadc.htm>) students will explore the variety of links diplomatic, educational, economic and cultural that tie Japan to contemporary Africa, and the possibilities of active response by the individual Japanese consumer.

Each student will be expected to join a study group that will focus one of the African countries represented by the speakers. The groups will research and present on the ties and programs between their "study" country and Japan on the focus issue of the course. This year, the focus will be on the individual consumer as an active participant in development policies.

Reference Books:

<http://www.mbeni.co.za/orsadc.htm> * this site is required viewing before the second meeting!

<http://allafrica.com/>

<http://www.bespokeexperience.com/en/1/home.mxs> ethical tourism

African Health Resources

<http://www.sul.stanford.edu/depts/ssrg/africa/health.html>

Student "internships"

<http://southafricacommunityfund.org/ap/intern.asp>

Course Plan:

NOTE - the participating SADC embassies decide on their dates and themes at the SADC meeting in July (2010.) The calendar below is posted as an example NOT a confirmed schedule. Students will receive an approved schedule for the speakers on the first day of class.

- Class 1 - 9/28 student orientation, and introduction to the course work.
- Class 2 - 10/5 Class organization (country study groups) and an introduction to the history of Africa
- Class 3 - 10/12 Economics, "global economy" and Tourism Economics
- Class 4 - 10/19 student prep for embassy speakers;
- Class 5 - 10/26 South Africa and Malawi
- Class 6 - 11/2 mid-term project group organization
- Class 7 - 11/9 Angola and Mozambique
- Class 8 - 11/16 Congo and Madagascar
- Class 9 - 11/30 Botswana and Lesotho
- Class 10 - 12/7 Tanzania and Zambia
- Class 11 - 12/14 student presentations
- Class 12 - 12/21 student presentations
- Class 13 - 1/11 (possible Africa event)

Tentative Speakers' Topics

South Africa/Malawi - African markets: current initiatives to promote trade with Japan and current African products available in the Japanese market (discussion question - Is the average Japanese consumer aware of African products? If so what is their image? (South African wine or juice, Malawi "one village one product" policy)

Tanzania/Zambia - Africa's media image in Japan and globally: the impact on trade and investment, and consumer perceptions (discussion question - what is the "African image" in non-traditional media outlets, i.e. anime, film, etc. does it effect the "policy" image of Africa?)

Mozambique/Angola - Colonialism's heritage in the development of the African market, and Neo-colonialism's influence on the "global" consumer. (discussion question: What is the comparison between the average Japanese student's knowledge of the following area studies - South Asia; South America, Southern Europe, Southern Africa.)

Madagascar/DR Congo - The pros and cons of tourism economies as a means of development and destination choices of outbound Japanese tourists. (discussion question with distance and energy prices beginning to affect global tourisms, what are the potentials of "virtual tourism" i.e. craft consumption, cultural events, e-tourism for Africa-Japan.)

Lesotho/Botswana - African resources and the Japanese economy: Matching industrial needs to a global vision. (discussion question - How successful has Japanese society been, as a whole, in meeting the promises and potentials laid out in TICAD 3 - 2004.)

Method of Evaluation:

As this is a lecture class attendance will be an important part of the grade. If a student is absent for classes without an official excuse his/her grade will be lowered one level; if more than 4 class are missed, the student cannot pass the class. Along with the group work and presentation, each student will be expected to hand in a 3-4 page paper (single space, 12pt font, separate bibliography) on the last day of class (Tuesday, Jan. 11, 2011.) The paper will focus on any aspect (not just the course focus) of Japan/Africa relations covered in the course.

COMPREHENSIVE STUDIES OF INTERNATIONAL RELATIONS 2credits (Spring)

国際関係概論 2単位 (春学期)

Multi-Faceted International Relations

Lecturer ABE, TADAHIRO
講師 安部 忠宏

Course Description:

At the outset of the 21st century, people expected that they could enjoy real peace and prosperity in the new century as a member of the international community where the global structure turned into the post-Cold-War regime from the Cold-War regime. The reality, however, was to the contrary as we see various incidents taking place in the international arena: various regional conflicts, successive terrorist attacks, nuclear arms development allegedly pursued in the supposedly war-less world with the prevailing NPT and so forth. In the field of economy, a prospect of development of a country is more hinged upon politically maneuverable supply of energy and natural resources in the international community, etc.

People are living in the age of uncertainty. It is more important for us, under these circumstances, to try to understand international relations in a more comprehensive manner. We need to think about our future based on an accurate knowledge on the reality of the multi-faceted international relations, built upon various kinds of causality among various factors such as economy, politics and security considerations.

So, in my lecture, I would like to focus on major playing factors and mechanisms which support multi-layer international/regional relations, such as ASEAN, APEC, NATO, OSCE, NPT, WTO as well as bilateral relations among Japan, US, North-Eastern/South-Eastern Asian countries and European countries. I also intend to touch on horizontal issues such as International Economy/Trade, Human Security, Official Development Assistance, etc. Eventual target of my lecture is to explore a student's capability of thinking about certain kind of global structure which may help us to materialize real peace and stability for the people in the future generation.

Textbooks:

• Nye, Joseph. " Understanding International Conflicts --- An Introduction to Theory and History ". Pearson Education Inc.

Reference Books:

- Gilpin, Robert. " The Political Economy of International Relations ". Princeton University Press.
- Mingst, Karen A. " Essentials of International Relations ". W.W.Norton & Co., Inc.
- Smith, Steve. " Foreign Policy ". Oxford University Press.
- Kissinger, Henry. " Diplomacy ". Harper & Brothers.
- Pyle, Kenneth. " Asia Policy ". The National Bureau of Asian Research.

Course Plan:

Day1: Guidance

- 2: Theoretical Approach to the International Relations
- 3: Multi-Faceted Structure of the International Relations
- 4: International Security System
- 5: Human Security
- 6: Preventive Diplomacy
- 7: Ambassadorial View (speech by an Ambassador posted in Tokyo)
- 8: Regional Conflicts
- 9: Foreign Policy of Japan
- 10: Disarmament and Non-Proliferation
- 11: Bilateral Relations (Japan-US, Japan-Asian countries)
- 12: International Economic/Trade System
- 13: Ambassadorial View (speech by an Ambassador posted in Tokyo)

(* This plan is subject to change)

Lecturer's Comments to Students:

Since this course deals with "case studies" reflecting on the real international relations, students are required to take interest in daily evolvement of various international issues.

Method of Evaluation:

- Writing Assignment: Submission of Reports is to be required.
- Attendance and Class Participation: Participatory attitude for discussion to be evaluated.

CONTEMPORARY GLOBAL ISSUES AND THE ROLE OF THE UNITED NATIONS 2credits (Fall)

現代の国際問題と国連の役割 2単位 (秋学期)

Multi-disciplinary approach to the study of major global issues that confront the world community in the 21st century, and the role of the United Nations and International Organizations in addressing these issues.

Lecturer MALIK, RABINDER N.
講師 マリク, ラビンダー N

Course Description:

A critical review and assessment will be undertaken of the origin and present condition of the major global issues and problems and how these are being addressed by the national governments and the international community. Special attention will be paid to the role of the United Nations and other International Organizations as a tool of global governance in addressing these issues. We shall also explore ideas and concepts of peace and security, human rights, coexistence among peoples of different cultures and other critical global issues such as poverty eradication, environmental degradation, aging society and gender issues.

The objective of the course, which is suitable for students from all faculties, is to enable the students to gain a better understanding of the world around them and about the role of the United Nations so that they are able to evaluate current and future international trends and formulate their own well thought-out opinions based on facts. It should help enhance the trans-cultural literacy and competence and enable them to interact with confidence with peoples of different cultural backgrounds and orientations in an interdependent and interlinked world.

Group discussions will be an important part of the course, which will be conducted in English.

The course is open to students from all faculties.

Textbooks:

No specific text books are assigned for the course. Photocopied handouts will be distributed as appropriate and relevant. Students are encouraged to acquaint themselves about the contemporary global issues by reading a daily newspaper or a weekly magazine and catching news on radio and television so that they can participate actively and meaningfully in the discussion. Group discussions and assignments will rely heavily on material obtained from such sources.

Reference Books:

The students are requested to read the following basic reference material about the United Nations System. Some or most of these documents can be accessed through the website <http://www.un.org>.

- (1) Charter of the United Nations, UN, New York
- (2) UN Millennium Declaration, Resolution 55/2, UN General Assembly
- (3) A More Secure World: Our Shared Responsibility; Report of the High-Level Panel on Threats, Challenges and Change, UN, December 2004
- (4) In Larger Freedom: Towards Development, Security and Human Rights for All, UN Secretary-General, April 2005
- (5) Investing in the United Nations: for a Stronger Organization Worldwide - Report of the Secretary-General, March 2006
- (6) Reports and Documents issued by the United Nations and United Nations University on the themes covered by the course
- (7) Newspaper articles and journals related to the topics covered by the course will be distributed in the class

Course Plan:

The subjects to be covered in each weekly class are shown below. Some adjustments, however, may be made as we go along with the discussion of contemporary global issues. Group discussions will be organized and individual assignments given.

- (1) : COURSE INTRODUCTION AND GETTING TO KNOW EACH OTHER
- (2) : OVERVIEW OF GLOBAL SCENARIO - GLOBAL INTERCONNECTEDNESS
- (3) : EVOLUTION OF THE UNITED NATIONS SYSTEM
- (4) : UN INTER-GOVERNMENTAL PROCESS
- (5) : OTHER INTERNATIONAL AND REGIONAL

ORGANIZATIONS

- (6) : INTERNATIONAL PEACE AND SECURITY
- (7) : SOCIAL AND ECONOMIC DEVELOPMENT
- (8) : GLOBAL ENVIRONMENTAL SUSTAINABILITY
- (9) : HUMAN RIGHTS
- (10) : WOMEN AND DEVELOPMENT
- (11) : REFUGEES, MIGRATION, AGING SOCIETY
- (12) : JAPAN AS A MEMBER OF THE GLOBAL COMMUNITY
- (13) : FINAL REPORTS AND EVALUATION

Lecturer's Comments to Students:

This course is good for those students who wish to improve their ability to discuss international issues in English. Regular attendance and active participation in the class discussions will be important. Students will be expected to do internet search and examine more in depth the topics under discussion as I would like students to make comments, ask questions and speak freely in the class.

Method of Evaluation:

Grading Method

- (1) Regular attendance in the class will be an important part of the consideration for grading. Participation in group discussions and individual assignments will also be considered in grading.
- (2) There will be no examination but all students must write a mid-term report (3-5 pages) during the mid-term, and a final report (7-10 pages) based on readings, lectures and discussions covered during the class.

Questions/Comments:

If students have any questions or problems in the course, they should feel free to talk to me before or after the class or send me an email at: rabindermalik@hotmail.com

INTERNATIONAL DEVELOPMENT COOPERATION 2credits (Fall)

国際開発協力論 2単位 (秋学期)

Development and Aid in an Age of Globalization

Lecturer GOTO, KAZUMI
講師 後藤 一美

Course Description:

The twenty-first century is an era of global governance. The realm of contemporary international relations has seen the commencement of new political attempts to gradually reform existing systems in complex governance with different players and multi-tiered networks for the creation of a convivial global society, in which the common values of peace, prosperity and stability are pluralistically shared, overcoming the risks of asymmetry and tit-for-tat sequences. In this new political initiative towards an unknown world, there are some critical challenges, including the pursuit of public goals in the international community and of effective measures to reach them. In the new world of international development cooperation, aid donors and aid recipients have different dreams yet lie in the same bed with a dynamic and tense relationship. By reviewing frontline efforts in international development cooperation with a view towards sustainable growth and poverty reduction from the perspective of cooperation policies, this course is intended to provide some basic foundations and applications for the management of international development cooperation with students that are interested in the main issues of poverty and development in the developing regions, and that wish to be involved in the world of international development cooperation in the future. Several guest speakers shall be invited from international aid agencies.

Textbooks:

Textbook is not used in particular. Resume and list of reading materials will be available during the course and via e-mail.

Reference Books:

- ・後藤一美「国際協力論序説—グローバル・ガバナンスの視点から」鈴木佑司・後藤一美(編著)『グローバリゼーションとグローバル・ガバナンス』<法政大学現代法研究所叢書30>、法政大学出版局、2009年。
- ・後藤一美「日本の国際開発協力を問う」後藤一美・大野泉・渡辺利夫(編著)『日本の国際開発協力』<シリーズ国際開発:第4巻>、

日本評論社、2005年。

・後藤一美(監修)『国際協力用語集』<第3版>、国際開発ジャーナル社、2004年。

・Kazumi Goto, "International Cooperation in the 21st Century: In Search of a Convivial Global Society", JBICI Review, No.8, Japan Bank for International Cooperation, November 2003.

<http://www.jbic.go.jp/en/research/report/jbic-review/pdf/report08_4.pdf>

・Vinay Bhargava (ed.), Global Issues for Global Citizens: An Introduction to Key Development Challenges, The World bank, 2006.

・Nancy Birdsall and William R. Easterly, Reinventing Foreign Aid, The MIT Press, 2008.

・John N. Clarke and Geoffrey Edwards (eds.), Global Governance in the Twenty-First Century (Global Issues), Palgrave MacMillan, 2004.

・John Degenbol-Martinussen and Poul Engberg-Pedersen, Aid: Understanding International Development Cooperation, Palgrave-Macmillan, 2003.

・William Easterly, The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good, Penguin, 2007.

・Michael Edwards, Future Positive: International Cooperation in the 21st Century, Stylus Pub Llc, 2004.

・Margaret P. Kams, Karen A. Mingst, International Organizations: The Politics and Processes of Global Governance, Lynne Rienner Pub, 2004.

・Carol Lancaster, Foreign Aid: Diplomacy, Development, Domestic Policies, University of Chicago Press, 2006.

・David Leheny and Kay Warren (eds.), Japanese Aid and the Construction of Global Development: Inescapable Solutions (Routledge Contemporary Japan), Routledge, 2009.

・George Mavrotas and Mark McGillivray (eds.), Development Aid: A Fresh Look (Studies in Development Economics and Policy), Palgrave Macmillan, 2009.

・Frederic P. Miller, Agnes F. Vandome and John McBrewster (eds.), Development Aid, Alphascript Publishing, 2009.

・Anthony Payne, Global Politics of Unequal Development, Palgrave Macmillan, 2005.

・Report of the Secretary-General's High-level Panel, A More Secure World: Our Shared Responsibility, Department of Public Information, United Nations, 2004. <<http://www.un.org/secureworld/>>

・Report of the UN Secretary-General, In Larger Freedom: Towards Development, Security and Human Rights for All, United Nations, 2005. <<http://www.un.org/largerfreedom/>>

・Report of the UN Millennium Project (Jeffrey D. Sachs, Director), Investing in Development: A Practical Plan to Achieve the Millennium Development Goals, United Nations, 2005. <<http://www.unmillenniumproject.org/>>

・Jeffrey D. Sachs, The End Of Poverty: Economic Possibilities for Our time, The Earth Institute: Columbia University Press, 2005.

・Jeffrey D. Sachs, Common Wealth: Economics for a Crowded Planet, Penguin, 2009.

・Finn Tarp, Foreign Aid and Development: Lessons Learned and Directions for the Future (Routledge Studies in Development Economics), Routledge, 2000.

・Shahid Yusuf, Angus Deaton, Kemal Dervis, William Easterly and Takatoshi Ito, Development Economics Through The Decades: A Critical Look at 30 Years of The World Development Report, World Bank, 2008.

Course Plan:

第1回: Guidance

第2回~第4回: Introduction to international development cooperation

第5回~第6回: Major issues of development in an age of globalization

第7回~第8回: Global governance approach to development aid

第9回~第12回: Guest speakers

第13回: Review of the course

Lecturer's Comments to Students:

Active participation in class discussions is required.

Method of Evaluation:

レポートによる評価 Writing Assignment

Some short essays are requested to be submitted during the course. Evaluation will be made, based on the final report (five pages of A4 size) submitted at the end of the course, with the following criteria: originality; logic; and persuasiveness.

Questions/Comments:

Should you have any inquiries, feel free to contact with the following address: <k-goto@hosei.ac.jp>

LAW AND DEVELOPMENT 2credits (Fall)

開発法学 2単位 (秋学期)

Institutional Change through the Rule of Law Reform to Attain Good Governance

Professor, Graduate School of Law School MATSUO, HIROSHI
法務研究科(法科大学院)教授 松尾 弘

Course Description:

This course aims to provide with the basic knowledge of Law and Development from a practical as well as a theoretical aspect. Development can be regarded as a comprehensive institutional reform of a society, in which a number of informal rules have been binding and restricting the attitudes and behaviors of its members. However, it is sometimes difficult for societies to reform their institutions for themselves when they are heavily burdened by the conventions maintained by the strict regimes. As the international societies have been more and more globalizing, it is becoming duties for each society to assist others to undertake their institutional reform.

Although it would be hard for us to expect the international societies to establish the world government, we should be able to keep our security by getting the global governance, which consists of the good governance of each state in the world. Good governance may be obtained through the institutional reform led by the good government, markets and firms, and civil societies, which are mutually assisted and assisting in their own functions. Law may be a strong measure to facilitate such an institutional reform to get good governance, and the legal assistance activities among nations should promote the global governance, which might be the only path to the international security and peace. In this context, we should explore the indicators of governance and the way by which developed countries can cooperate with developing countries to accomplish their legal reform that actually leads to development.

Textbooks:

There are no specific textbooks. Materials will be distributed as appropriate and relevant.

Reference Books:

・D. North, Institutions, Institutional Change and Economic Performance, Cambridge University Press, 1990.

・J. Faundez (ed.), Good Government and Law: Legal and Institutional Reform in Developing Countries, MacMillan, 1997.

・J. Faundez et al. (ed.), Governance, Development and Globalization, Blackstone Press, 2001.

・松尾弘『良い統治と法の支配: 開発法学の挑戦』(日本評論社, 2009) [H. Matsuo, Good Governance and the Rule of Law: A Challenge of Law and Development, Nihon-hyoron-sha, 2009]

Course Plan:

1. Law and Development in the Globalizing World

Date:

Topics: Why are some countries rich and some poor? Why do institutions matter in development? Could institutional change be possible and facilitate development?

References:

D. North, "Why Some Countries Are Rich and Some Are Poor," Chicago-Kent Law Review, Vol. 77, 2001-2002, pp. 319-330;

H. de Soto, The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else, Basic Books, 2000, pp. 1-13.

2. Good Government, Good Governance and Global Governance

Date:

Topic: What is the purpose of legal cooperation and why is it necessary for both the recipient and donor countries?

References:

John Rawls, The Law of Peoples, Harvard University Press, 1999, pp. 3-10;

J. Stiglitz, "The Future of Global Governance," in: N. Serra and J. Stiglitz (eds.), The Washington Consensus Reconsidered: Toward a New Global Governance, Oxford University Press, 2008, pp. 303-323.

3. Legal Assistance by the Government I (USAID, DFID, CIDA, GTZ, SIDA, etc.)

Date:

Topic: Why do governments compete with each other in legal assistance?

References:

H. Schmiegelow, "Why Legal Transformation Assistance from Germany and Japan to Former East-Bloc Countries?" *Journal of Japanese Law*, No. 22, 2002, pp. 5-38.

4. Legal Assistance by the Government II (JICA)

Date:

Topic: What are the lessons from the Japanese legal assistance projects?

References:

H. Matsuo, "The Use of Codification and Piecemeal Legislation for the Rule of Law Promotion: Lessons of the Legal Cooperation Projects in East Asian Countries" (course material).

JICA, *JICA's Experience in Support for Legal and Judicial Reform in Developing Countries*, JICA, 2009.

5. The Role of Law in the Political, Economic and Social Development in Developing Countries

Date:

Topic: How have legal reforms correlated with the development in Japan and other developing countries?

References:

H. Matsuo, *Japanese Legal System and Social Development*, Part III, Chapter 10-13 (course material)

6. Legal Assistance by the International and Financial Institutions (UNDP, OECD, WB, IMF, etc.), the Regional Development Banks (IDB, AfDB, ADB, EBRD, etc.) and EU

Date:

Topic: What are the roles of international organizations in promoting legal cooperation?

References:

World Bank, *Legal and Judicial Reform: Strategic Directions*, 2002, pp. 1-24.

7. Past, Present and Future of the Legal Cooperation Network

Date:

Topic: What are the lessons from the past legal assistance and who can be the coordinator(s) for the future legal cooperation?

References:

D. M. Trubek, "The 'Rule of Law' in Development Assistance," in: Y. Matsuura (ed.), *The Role of Law in Development*, CALE Books 2, Nagoya University, pp. 1-18.

8. Development of the Law and Development Studies

Date:

Topic: How has the Law and Development emerged, declined and developed up to the present stage?

References:

J. Merryman, "Comparative Law and Social Change: On the Origins, Style, Decline & Revival of the Law and Development Movement," *The American Journal of Comparative Law*, Vol. 25, 1977, pp. 457-491;

B. Z. Tamanaha, "The Lessons of Law-and-Development Studies," *The American Journal of International Law*, Vol. 89, 1995, pp. 470-486.

9. Market, Firm and Government

Date:

Topics: What are the functions of market, how is it related with the firm, and why do they need the government? Property, contract, and the system of rights on the one hand, and the rule of law on the other hand: two wheels of a general model of progressive legal system

References:

R. Coarse, "The Firm, the Market, and the Law," "The Nature of the Firm," in: id., *The Firm, the Market, and the Law*, the University of Chicago Press, pp. 1-31, 33-55;

D. North, *Institutions, Institutional Change and Economic Performance*, Cambridge University Press, 1990, Chapter 7 (Enforcement), pp. 54-59.

10. The Dilemma of Good Government and the Role of Civil Society in Attaining Good Governance

Date:

Topic: Who can manage the good government which is apt to fall into

the dilemma between the strong-arm, lawful and benign government? Can the introduction of market mechanism and the democratization be compatible in the process of development?

References:

A. Chua, *Market, "Markets, Democracy, and Ethnicity: Toward a New Paradigm for Law and Development,"* *The Yale Law Journal*, Vol. 108, pp. 1-107;

A. Sen, *Development as Freedom*, Oxford University Press, 1999, Chapter 6 (The Importance of Democracy), pp. 146-159;

J. Faundez, "Democratization through Law: Perspectives from Latin America," *Democratization*, Vol. 12, 2005, pp. 749-765.

11. Institutional Change through Legal Reform

Date:

Topic: How can be the institutional change caused by legal reform? What is the role of the rule of law and how can we manage the process of the rule of law promotion?

References:

D. North, "The New Institutional Economics and Third World Development," in: J. Harriss et al. (eds.), *The New Institutional Economics and Third World Development*, Routledge, 1995, pp. 17-26;

H. Matsuo, "Let the Rule of Law be Flexible to Attain Good Governance," in: per Berling (ed.), *New Directions in the Rule of Law*, Iustus (forthcoming).

12. Development and Cultures

Date:

Topic: How should we treat cultures in the process of legal reform?

References:

L. Friedman, "Legal Culture and Social Development," *Law and Society Review*, Vol. 4, 1969-1970, pp. 29-44;

A. Pery, "The Relationship between Legal Systems and Economic Development: Integrating Economic and Cultural Approaches," *Journal of Law and Society*, Vol. 29, 2002, pp. 282-307.

13. The Use of Normative Theory in Development Policy

Date:

Topic: What is the ultimate goal of development?

References:

S. Huntington, "The Goals of Development," in: M. Weiner and S. Huntington (eds.), *Understanding Political Development*, Harper Colling, 1987, pp. 3-15.;

A. Sen, "The Concept of Development," in: H. Chenery and T. N. Srinivasan (eds.), *Handbook of Development Economics*, Vol. I, 1988, pp. 9-26.

Lecturer's Comments to Students:

Participants do not need to have any special knowledge of law. However, regular attendance and active participation will be expected.

Method of Evaluation:

Evaluation is based on an attendance, short (informal) presentations, and a final essay (around 3000 words).

THIRD WORLD DEVELOPMENT AND THE POOR 2credits
(Fall)

第三世界の開発と貧困 2単位 (秋学期)

Lessons from the Developing World

Lecturer BOCKMANN, DAVE
講師 ボックマン, デイブ

Course Description:

This course is designed to increase the student's awareness of third-world communities and the challenges they face in overcoming poverty. The U.N. Millennium Development Goals promise to end poverty by 2015. The goals are lofty and costly, but will they actually help the poor? Based on the lecturer's 30 years of community development experience in the U.S. and India, another approach, that of small locally based projects bringing real and immediate change to real people's lives will be examined. In this course, students will learn about:

- **Self Help Groups (SHGs):** How SHGs are organized and why. How the SHGs improve the financial stability of families and enhance the status of women.

- **Micro-Finance:** How small loans, often times of less than \$100, can

move whole families out of poverty.

· **Appropriate Technology:** How, when the poor themselves are involved, appropriate technologies can be successfully conceived, designed and implemented by developing communities. Learn some of the skills required to help implement actual projects.

· **Culture and social-economic factors** that must be taken into account in planning and implementing development projects.

· **Hands-On Case-Study:** Working in small groups, the students will identify real 'problems' facing poor people in the developing world and propose a plan to solve the problem.

Textbooks:

To Be Announced

Reference Books:

Whose Reality Counts? Putting the First Last, Robert Chambers, 1997;

Small Is Beautiful: Economics as if People Mattered by E. F. Schumacher; The White Man's Burden by William Easterly; Local Democracy and Development, T.M. Thomas Isaac & Richard W. Franke; Banker to the Poor, Muhammad Yunus; Development as Freedom, Amartya Sen; The End of Poverty, Jeffrey D. Sachs; Out of Poverty, Paul Polak

Course Plan:

1. Introduction: The Developing World; Goals of the Class
2. The UN Development Goals: Realism or Fantasy?
3. Foreign Aid: Pros and Cons
4. Hunger and the "green revolution."
5. Whose Knowledge? Tapping the knowledge of the poor
6. Whose Priorities? Setting priorities for development
7. Organizing Self Help Groups: A real solution to poverty or a passing fad?
8. Micro Loan Programs: A boon to the poor or an additional burden?
9. Water and Sanitation: The neglected priorities
10. Eco-Sanitation: An appropriate technology
11. Macro-Strategies for Alleviating Poverty: Urban Development vs Rural Development
12. Presentation of group Case Studies
13. Presentation of group Case Studies

Lecturer's Comments to Students:

You will be asked to (1) work in a small group to research and report on an "appropriate" technology for a developing country; (2) Write an academic paper about one of the topics covered by this course or by your small group. The final paper is due by week 13. You will also be asked to periodically submit a one paragraph summary of the classroom discussion/lecture.

Method of Evaluation:

1. Exam (None)
2. Reports (Academic Report: 30%)
3. Attendance, Participation (40%)
4. Other (Class Presentation of Case Study: 30%)

INTERNATIONAL HUMAN RIGHTS LAW 2credits (Spring)

国際人権法 2単位 (春学期)

Issues, procedures, and advocacy strategies regarding the promotion and protection of human rights worldwide

Lecturer HOSOTANI, AKIKO
講師 細谷 明子

Course Description:

Students will study five different aspects of international human rights including:

(1) Procedures for implementing international human rights involving state reporting to treaty bodies; individual complaints; thematic, country rapporteurs, and other U.N. emergency procedures for dealing with gross violations; humanitarian intervention; criminal prosecution and procedures for compensating victims; diplomatic intervention; state v. state complaints; litigation in domestic courts; the work of nongovernmental organizations; etc.

(2) Major international institutions including the human rights treaty bodies; the U.N. Commission on Human Rights and its Sub-commission on the Promotion and Protection of Human Rights; the U.N. Security

Council; international criminal tribunals; the International Criminal Court; U.N. field operations authorized by the U.N. Security Council or under the authority of the U.N. High commissioner for Human Rights; the Inter-American Commission on and Court of Human Rights; the European Court of Human Rights and other parts of the European human rights system; the U.N. High Commissioner for Refugees; and the International Labor Organization

(3) Human rights situations in various countries such as South Africa, Iran, Myanmar, East Timor, Kosovo, Cambodia, former Yugoslavia, the Democratic Republic of Congo, Japan, the United States, Europe, Sudan, Ghana, and India

(4) Substantive human rights problems related to the rights of the child, economic rights, the right to development, torture and other ill-treatment, minority rights, the right to a free and fair election, human rights in armed conflict, crimes against humanity, arbitrary killing, indigenous rights, self-determination, discrimination against women, the rights of refugees, etc.

(5) Learning methods such as advising a client, role-playing, the dialogue methods, drafting, and advocacy in litigation

Textbooks:

Walter Kalin and Jorg Kunzli, (2009), The Law of International Human Rights Protection, Oxford.

Reference Books:

David Weissbrodt and Connie de la Vega, (2007), International Human Rights Law: An Introduction.

David Weissbrodt, Joan Fitzpatrick, and Frank Newman, International Human Rights: Laws, Policy and Process (3rd ed. 2001), updated at // www1.umn.edu.hrts.int.

Course Plan:

Assignments are listed below as to each class session:

1. International Human Rights: Notions and Sources.
2. The Legal Nature of Human Rights Obligations.
3. Scope of Application of Human Rights.
4. Implementation of Human Rights: Treaty Bodies, Charter Based Bodies and Regional Bodies.
5. Right to Life and Subsistence Rights.
6. Prohibition of Ill-treatment and of Enforced Disappearance.
7. Prohibition of Discrimination, and Protection of Minorities.
8. Private Life.
9. Intellectual and Spiritual Sphere.
10. Human Person in Economic Sphere.
11. Rights to Liberty and to Fair Trial.
12. Participation in Political Life.
13. Questions and Answers

Lecturer's Comments to Students:

The class encourages students to analyze case situation and to evaluate the most effective methods to prevent human rights violations. Because of the evolving nature of the laws and issues in this field, students can participate as strategists and investigators.

Method of Evaluation:

Students will receive their grades for the course based on (1) homework(60%), (2) presentation in class one of the course assignments(20%), and (3) an essay(20%).

Questions/Comments:

Friday 2:30-3:30p.m. or by appointment.

SEMINAR 2 2credits (Fall)

演習Ⅱ 2単位 (秋学期)

Reading International Migration

Professor, Faculty of Law YAMAMOTO, NOBUTO
法学部教授 山本 信人

Course Description:

International migration matters in today's international relations. It may be closely related to issues such as globalization, terrorism, development, domestic social problems, and human rights.

In order to understand the dynamism of international migration, this seminar will read Khalid Koser's International Migration. Its main objective is to read the textbook thoroughly; but it will also train students on how to formulate research questions, to conduct research, and to write

academic papers.

The textbook is a small book written in plain English. Its description reads "International migration is an issue of intense public and political concern. How closely linked are migrants with terrorist organizations? What factors lie behind the dramatic increase in the number of woman migrating?" The book also deals with the human sides of international migrants with topics such as asylum and refugees, human trafficking, migrant smuggling, development, and the international labor force.

Textbooks:

Khalid Koser, *International Migration* (Oxford University Press, 2007), 138p.

Course Plan:

The structure of the course will follow closely that of the book with these sub-themes: 1 Why migration matters; 2 Who is a migrant?; 3 Migration and globalization; 4 Migration and development; 5 Irregular migration; 6 Refugees and asylum-seekers; 7 Migrants in society; 8 The future of international migration.

Lecturer's Comments to Students:

This seminar will be conducted in English. Students are required (1) to present summaries of the chapters of the textbook, and (2) to write monthly short papers (500 words each, 3 times) on their academic interests. No background knowledge on the topic is required. Those who plan to register for this seminar MUST attend the first meeting on 30 September 2010 when the syllabus will be distributed.

Method of Evaluation:

Grades will be based on (1) Presentations and participation in the class, (2) Three monthly short papers.

Questions/Comments:

All questions will be taken in the class. Email correspondence is available at (nobuto[at]law.keio.ac.jp).

INTRODUCTION TO PRINT JOURNALISM 2credits (Spring) プリントジャーナリズム入門 2単位 (春学期)

Reporting on the World Around You

Lecturer HOLLEY, DAVID R.
講師 ホーリー, デイヴィッド R

Course Description:

This course will cover the basics of journalistic writing. Students will get practice in writing both in a wire-service style and in the kind of feature approach favored by many newspapers and magazines for longer articles. Students will write articles both as quick in-class exercises and as homework assignments that require interviews. Journalistic ethics will be addressed, as will trends in the media business. The course will help students improve their writing and give them increased confidence in approaching and interviewing strangers.

Textbooks:

Associated Press Reporting Handbook. By Jerry Schwartz

Reference Books:

The Art and Craft of Feature Writing: Based on the Wall Street Journal Guide. By William E. Blundell.

How to Write Articles for Newspapers and Magazines. By Dawn Sova.

Associated Press Guide to Newswriting: The Resource for Professional Journalists. By Rene Cappon.

The Reporter's Notebook: Writing Tools for Student Journalists. By Mark Levin.

Course Plan:

1. Overview. The difference between hard-news and feature writing. The importance of attribution, accuracy and deadlines
2. The art of taking reporter's notes. In-class exercise of taking notes and writing a very short article from those notes
3. The art of interviewing. In-class exercise of interviewing the instructor on various topics and taking notes
4. Writing the hard-news story. The news pyramid. Cutting from the bottom. Kickers.
5. Writing the feature story. Anecdotal leads. The "nut graf." Color.
6. Journalistic ethics. Beefing up a story vs. hype. Trends in the media business and impact of the Internet.
7. The newsroom. Roles of editors and reporters. Journalism career

opportunities. Why non-journalists should understand journalism.

8. In-class discussion of students' feature articles written as homework.

9. Copyediting. Why a reporter should also know how to copyedit.

10. In-class writing of a hard news story from handout material on deadline, with individual coaching by instructor.

11. In-class writing of a short feature story from handout material on deadline, with individual coaching by instructor.

12. In-class copyediting by students of other students' feature articles, and review of the copyediting.

13. Review of topics covered in the course, with critical examination of selected newspaper articles.

Lecturer's Comments to Students:

Taking this course will be a bit like being a newly hired journalist. You should try to make it fun. It will be good for those who like talking to other people or who want to become more comfortable talking with strangers.

Method of Evaluation:

Final article written as homework: 30%

Two earlier articles written as homework during the semester: 20% each

Attendance, Participation: 30%

COMMUNISM'S COLLAPSE 2credits (Fall)

共産主義の崩壊 2単位 (秋学期)

States in Transition

Lecturer HOLLEY, DAVID R.
講師 ホーリー, デイヴィッド R

Course Description:

This course will examine three models of how political systems can change. South Korea and Taiwan will be viewed as examples of transition from the authoritarianism of several decades ago to today's democracy. Post-1989 Eastern Europe will be studied as an example of Communist states quickly becoming democratic. China and Russia will be examined as cases where Communism has mutated into capitalist authoritarianism with many political features similar to Taiwan and South Korea of the 1970s and 1980s. Particular attention will be paid to the 1980 Kwangju Incident in South Korea, the 1989 Tiananmen Square protests and subsequent crackdown in China, and the role of Mikhail Gorbachev in the collapse of Communism in the Soviet Union and Eastern Europe. Students will consider what can be learned from these transitions of past decades in thinking about possible future paths for China and Russia. What factors might cause China and Russia to follow the same type of path to democracy as South Korea and Taiwan, and what might cause them to develop in other directions?

Textbooks:

Reading materials including magazine and newspaper articles, some of them written by the instructor, will be distributed in class.

Reference Books:

The Koreans: Who they are, What they want, Where their future lies, by Michael Breen.

Black Hands of Beijing: Lives of Defiance in China's Democracy Movement, by George Black and Robin Munro.

Postwar: A History of Europe Since 1945, by Tony Judt.

Course Plan:

1. Introduction and overview. The course will examine how non-democratic states may become democratic. During the course we will look at some of the history of South Korea and Taiwan, at the collapse of communism in Eastern Europe and the past few decades of China's and Russia's history. Discuss definitions of "authoritarianism," "communism" and "democracy." Discuss how left-wing dictatorships can turn into right-wing dictatorships. Quick introduction to: South Korea's Chun Doo Hwan, Kwangju incident; Chinese civil war, Chiang Kai-shek to Taiwan, Chiang's rule in Taiwan, democratization of Taiwan; Communism's fall in Eastern Europe, Solidarity in Poland, Vaclav Havel and the Velvet Revolution. There have been changes in Russia and China that make their systems somewhat closer to what South Korea and Taiwan were like before democratization. During this course, students should think about where Russia and China are headed, making comparisons not just to the Soviet/Maoist past or democracies today but also to examples like South

Korea and Taiwan of the 1960s to 1980s.

2. South Korea's 1980 Kwangju massacre, with focus on why protesters rebelled in Kwangju and why the government cracked down so violently. The role of opposition leader and future president Kim Dae Jung. Discussion of how the Kwangju incident helped lead to South Korea's democratization, with particular emphasis on developments in 1987, including anti-government protests, constitutional change and a reasonably democratic presidential election. Discussion of how economic growth in South Korea and the creation of a large middle class also played a key role in the development of democracy.

3. China's 1989 Tiananmen Square protests and crackdown. Discussion of Deng Xiaoping's policy of Communist Party dictatorship paired with market-style economic reforms, the basic approach still dominant in China today.

4. Taiwan's "February 28 Incident" of 1947, in which Chinese Nationalist troops killed native-born Taiwanese leaders suspected of favoring Taiwan independence. Taiwan's economic and political development leading to democratization in the late 1980s and early 1990s.

5. The collapse of Communism in Eastern Europe. Pope John Paul II and his role in undermining Communism in Poland. Lech Walesa and the rise of Solidarity in Poland. Mikhail Gorbachev. The 1989 election that brought Solidarity to power. Democratic reforms in Hungary, the end of the Berlin Wall and reunification of Germany. Vaclav Havel and Czechoslovakia's "Velvet Revolution."

6. An overview of key points in Communist history, including the Bolshevik revolution, Stalin's rule, Mao Zedong and the Chinese Communist revolution, the impact of World War II, division of Korea, the Korean War, China's Cultural Revolution, the rise to power of Deng Xiaoping.

7. Mikhail Gorbachev, reform in the Soviet Union, the August 1991 attempted coup, the collapse of the Soviet Union.

8. Boris Yeltsin's Russia. Privatization of state assets, corruption, the first Chechnya war, Yeltsin's 1996 reelection, the 1998 financial crisis.

9. Vladimir Putin's rise to power. The September 1999 apartment bombings and launch of the second Chechnya war. Putin's Russia.

10. Russia under President Dmitry Medvedev and Prime Minister Vladimir Putin. Scenarios for Russia to become more democratic or to become more authoritarian.

11. China after Deng Xiaoping. President Hu Jintao and the current leadership. How China works today.

12. Review of how South Korea and Taiwan became democracies. Comparison of South Korea and Taiwan under authoritarianism with the situation in China and Russia today. Discussion of the role of economic growth and the rise of a middle class in the development of democracy. Reasons why China and Russia might follow the same path as South Korea and Taiwan to democracy, and ways in which their situations are different. Discussion of the possibility that China and Russia may follow paths more like Benito Mussolini's Italy or pre-World War II Japan. Discussion of other possible scenarios for China and Russia.

13. Overview of Russia's and China's relations with the United States, Japan and the European Union. Discussion of possibilities of how those relations might develop in the future.

Lecturer's Comments to Students:

This course will examine some of the most dramatic historical events of the past several decades in China, Russia, South Korea and other countries. For anyone interested in the future of these countries, this course should provide a foundation for a better understanding of events as they unfold in coming years. Students will be encouraged to speak out in class and express their opinions.

Method of Evaluation:

Mid-term essay: 30%

Final essay: 40%

Attendance, Participation: 30%

SPECIAL LECTURE OF ETHICS 3 2credits (Spring)

倫理学特殊講義Ⅲ 2単位 (春学期)

Immanuel Kant: *Metaphysische Anfangsgründe der Tugendlehre*/

Metaphysical First Principles of the Doctrine of Virtue I

Associate Professor, Faculty of Letters ERTL, WOLFGANG

文学部准教授 エアトル, ヴォルフガング

Course Description:

Kant's *Metaphysical First Principles of the Doctrine of Virtue* is a crucial text for understanding the general thrust of Kant's ethics. While the *Groundwork* and the *Critique of Practical Reason* are concerned with foundational issues regarding the moral law in general and the categorical imperative in particular, this text spells out the overall picture of how an ethics for human beings, i.e. sensual rational beings looks like. This is as close as it gets in the published writings to obtain a full account of Kant's ethics.

Crucially and in the tradition of the model developed by Aquinas centuries earlier, Kant presents a combination of an ethics of principle and an ethics of virtue. In the seminar we will examine this strategy in detail and the focus will be on the following issues: 1) the difference between ethics and law under the common roof of a metaphysics of morals, 2) Kant's conception of virtue and the relationship between emotion and reason, 3) Kant's idea that there are duties one has to oneself against the background of his doctrine that we have the duties of fostering other people's happiness and our own perfection.

We will try to understand Kant's detailed account of a catalogue of virtues the discussion of which shows that Kant's ethics unites the virtues of universalism and at the same time of being sensitive to the details of the concrete situation in which an action occurs.

It is therefore worth asking whether Kant's approach to ethics is superior to contemporary pluralist and particularist theories; it may well be that Kant is in a sense honouring their concerns without throwing the notion of principles overboard.

Textbooks:

German:

Kant, Immanuel: *Metaphysische Anfangsgründe der Tugendlehre. Metaphysik der Sitten zweiter Teil.* Neu herausgegeben und eingeleitet von Bernd Ludwig. Hamburg: Meiner 1990 (= PHB 430).

English:

Kant, Immanuel: *The Metaphysics of Morals.* Translated by Mary J. Gregor. Cambridge: Cambridge University Press 1996. (= Cambridge Texts in the History of Philosophy).

Reference Books:

Timmons, Mark (ed.): *Kant's Metaphysics of Morals. Interpretative Essays.* Oxford, New York: Oxford University Press 2002.

Betzler, Monika (ed.): *Kant's Ethics of Virtue.* Berlin, New York: de Gruyter 2008.

Method of Evaluation:

Attendance and class participation (incl. presentation)

SPECIAL LECTURE OF ETHICS 4 2credits (Fall)

倫理学特殊講義Ⅳ 2単位 (秋学期)

Immanuel Kant: *Metaphysische Anfangsgründe der Tugendlehre*/

Metaphysical First Principles of the Doctrine of Virtue II

Associate Professor, Faculty of Letters ERTL, WOLFGANG

文学部准教授 エアトル, ヴォルフガング

Course Description:

Kant's *Metaphysical First Principles of the Doctrine of Virtue* is a crucial text for understanding the general thrust of Kant's ethics. While the *Groundwork* and the *Critique of Practical Reason* are concerned with foundational issues regarding the moral law in general and the categorical imperative in particular, this text spells out the overall picture of how an ethics for human beings, i.e. sensual rational beings looks like. This is as close as it gets in the published writings to obtain a full account of Kant's ethics.

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centuries earlier, Kant presents a combination of an ethics of principle and an ethics of virtue. In the seminar we will examine this strategy in detail and the focus will be on the following issues: 1) the difference between ethics and law under the common roof of a metaphysics of morals, 2) Kant's conception of virtue and the relationship between emotion and reason, 3) Kant's idea that there are duties one has to oneself against the background of his doctrine that we have the duties of fostering other people's happiness and our own perfection.

We will try to understand Kant's detailed account of a catalogue of virtues the discussion of which shows that Kant's ethics unites the virtues of universalism and at the same time of being sensitive to the details of the concrete situation in which an action occurs.

It is therefore worth asking whether Kant's approach to ethics is superior to contemporary pluralist and particularist theories; it may well be that Kant is in a sense honouring their concerns without throwing the notion of principles overboard.

Textbooks:

German:

Kant, Immanuel: *Metaphysische Anfangsgründe der Tugendlehre. Metaphysik der Sitten zweiter Teil.* Neu herausgegeben und eingeleitet von Bernd Ludwig. Hamburg: Meiner 1990 (= PHB 430).

English:

Kant, Immanuel: *The Metaphysics of Morals.* Translated by Mary J. Gregor. Cambridge: Cambridge University Press 1996. (= Cambridge Texts in the History of Philosophy).

Reference Books:

Timmons, Mark (ed.): *Kant's Metaphysics of Morals. Interpretative Essays.* Oxford, New York: Oxford University Press 2002.

Betzler, Monika (ed.): *Kant' Ethics of Virtue.* Berlin, New York: de Gruyter 2008.

Method of Evaluation:

Attendance and class participation (incl. presentation)

ACCOUNTING 2credits (Spring)

会计学 2単位 (春学期)

International Financial Reporting Standards(IFRS), including International Accounting Standards(IAS)

Professor, Faculty of Business and Commerce ITO, MAKOTO
商学部教授 伊藤 真

Course Description:

International Accounting Standards (IAS) issued by the International Accounting Standards Committee (IASC), and International Financial Reporting Standards (IFRS) issued by International Accounting Standards Board (IASB), which had been restructured from IASC, have been making their presence felt around the world. IASB has been and is continuing to study accounting issues and prepares new and improves IFRSs and improves IASs under the conversion projects with FASB of U.S. and ASB of Japan.

All enterprises, which are domiciled and listed in the European Union, are required to report the consolidated financial statements in accordance with IFRSs from year 2005. Most countries adapt IFRSs.

Approximately 117 nations permit or require IFRS for domestic listed companies. On November, 2008, US SEC issued for public comment a roadmap that proposes a staged transition for mandatory adoption of IFRS by U.S. public companies. Japan said it would allow voluntary domestic use of the IFRS in Dec. 2009 and will decide on in 2012 (with adoption planned for 2016).

In this course, we will review the current situation of IASB, then study Framework for the Preparation and Presentation of Financial Statements, and some significant accounting standards, such as IAS39 "Financial Instruments: Recognition and Measurement", which will be compared with the US Generally Accepted Accounting Principles (US GAAP) and Japanese GAAP, when necessary.

After the first session of introduction to IFRS, each student will be assigned in advance to report on a Standard and prepare a resume and

make a presentation, followed by discussion, case studies and my supplementary explanation and/or comments.

Textbooks:

International Financial Reporting Standards 2009, IASB

Reference Books:

IAS Plus by Deloitte (<http://www.iasplus.com/country/useias.htm>) will help you.

IASB Homepage: <http://www.iasb.org/Home.htm>

Course Plan:

Day 1: Introduction to IFRS and IASB

Day 2 - 3: Framework

Day 4 - 13: Each student makes a presentation on the resume and discussion on the IFRS or IAS which the student select. Then students prepare the answer of case study problems and discuss.

Method of Evaluation:

Attendance & Class Participation including presentation and discussion.
Term paper.

ADVANCED STUDY OF FINANCE 2credits (Fall)

金融特論 2単位 (秋学期)

Professor, Faculty of Business and Commerce

FUKAO, MITSUHIRO

商学部教授 深尾 光洋

Course Description:

Corporate Governance and Financial System:

The governance structure of limited liability companies that stipulates the relationship among the management, stockholders, creditors, employees, suppliers and customers is important in determining the performance of the economy. Although the OECD countries are generally characterized as market economies, there are considerable differences among these countries in the organizational structure of the economy.

One of the major aims of this course is to understand the institutional differences in corporate-governance structures of companies in major industrial countries including the United States, Japan, Germany, France and the United Kingdom. The differences in the corporate-governance structure have a number of implications for the performance of companies. For example, the cost of capital and the effective use of human resources would be affected by this structure.

In recent years, the deepening international integration of economic activities has heightened awareness of cross-country differences in corporate-governance structure and putting a strong pressures for convergence in some aspects of corporate governance systems. The course will also survey these trends.

1. General Concept

Fukao, Mitsuhiro, *Financial Integration, Corporate Governance, and the Performance of Multinational Companies*, Brookings, 1995.

2. Hostile Takeovers

Shleifer, Andrei, and Lawrence H. Summers, "Breach of Trust in Hostile Takeovers," in *Corporate Takeovers: Causes and Consequences*, edited by Alan J. Auerbach, University of Chicago Press, 1988.

Roe, Mark J. "Takeover Politics," in *Deal Decade*, edited by M. Blair, 1993.

3. Elements of Governance

Kaplan, Steven N., "Top Executive Rewards and Firm Performance: A Comparison of Japan and the United States," *JPE*, Vol. 102, No. 3, June 1994

Christine Pochet, "Corporate Governance and Bankruptcy: a Comparative Study," *Cahier de recherche no. 2002-152*, Centre de Recherche en Gestion, IAE de Toulouse, July 2002.

Naoto Osawa, Kazushige Kamiyama, Koji Nakamura, Tomohiro Noguchi, and Eiji Maeda, "An Examination of Structural Changes in Employment and Wages in Japan," *Bank of Japan Monthly Bulletin*, August 2002.

Black, Bernard, "Creating Strong Stock Market by Protecting Outside Shareholders." remarks at OECD/KDI conference on Corporate Governance in Asia: A Comparative Perspective, Seoul, March 3-5, 1999.

Jolene Dugan, Fahad Kamal, David Morrison, Ali Saribas and Barbara Thomas, *Board Practices/Board Pay 2006 Edition*, Institutional Shareholder Services, 2006

William C. Powers, Jr., Raymond S. Toubh, and Herbert S. Winokur, Jr., "Report of Investigation by the special investigative committee of the board of directors of Enron corp.," February, 2002.

4. Financial System

Fukao, Mitsuhiro, "Japanese Financial Instability and Weaknesses in the Corporate Governance Structure," *Seoul Journal of Economics*, Vol. 11, No.4, 1998.

Fukao, Mitsuhiro, "Financial Crisis and the Lost Decade," in *Asian Economic Policy Review*, Vol.2 No.2, Blackwell, 2007, pp. 273-297.

Textbooks:

Fukao, Mitsuhiro, *Financial Integration, Corporate Governance, and the Performance of Multinational Companies*, Brookings, 1995.

Reference Books:

授業内容を参照されたい。

See above.

Method of Evaluation:

Grading will be based on the term paper and class participation.

The topic of the term paper has to be related to the content of the class.

For example:

Comparison of governance structures among some countries,

Governance structure of government owned companies and private companies,

Issues related to bankruptcy procedures,

Security exchange law and governance system,

Incentive mechanism for directors,

Banking problems and deposit insurance system.

INTERNATIONAL ECONOMY 2credits (Spring)

国際経済 2単位 (春学期)

Professor, Graduate School of Business and Commerce

KASHIWAGI, SHIGEO

商学研究科教授 柏木 茂雄 (フジタ・チェアシップ基金)

Course Description:

The objective of this course is to discuss and understand various international economic issues that are being addressed by policy makers around the world.

The course will take up specific issues that are related to the current global economic situations and various policy issues that have arisen in the international context. Students will have the opportunity to study and discuss the challenges imposed on policy makers in the current globalized world. The focus of the discussions will be on issues that are relevant to developing countries and will be discussed from the perspective of policy makers. The emphasis will be placed more on what is happening in the real world and less on theoretical aspects of the issues. Class discussions will enable students to familiarize themselves with these issues and to engage in discussions in more informed and effective manner.

Textbooks:

There will be no textbooks. Handouts and/or copies of background material will be distributed from time to time. Students are expected to make presentations on his/her assigned papers and engage in active class discussions, which are conducted entirely in English.

Course Plan:

Issues to be covered include the following (subject to change):

- Introductory discussions
- Globalization and its policy implications
- World economic outlook

- The global imbalances
- The global financial crisis
- Poverty reduction and economic development
- Aid effectiveness
- Foreign direct investment
- Economic consequences of remittances
- The role of effective institutions

Lecturer's Comments to Students:

This course will be organized as a combination of lectures and seminars, and will be conducted in English. There are no pre-requisites for this course, but it would be preferable and advisable for students to have strong interest in and basic knowledge about international economics.

Method of Evaluation:

Evaluation will be based on attendance, class participation and presentation of a term paper to be prepared on a relevant topic towards the end of the semester.

ADVANCED STUDY OF INTERNATIONAL RELATIONS

2credits (Fall)

国際関係特論 2単位 (秋学期)

グローバル化の政策的含意

(Globalization and its Policy Implications)

Professor, Graduate School of Business and Commerce

KASHIWAGI, SHIGEO

商学研究科教授 柏木 茂雄 (フジタ・チェアシップ基金)

Course Description:

The objective of the course is to discuss and understand various issues related to economic globalization and its policy implications.

The course will provide opportunities for students to examine various aspects of policy issues that have arisen from the increased integration of economies and the emergence of many global issues. Students will review the challenges imposed on policymakers from globalization and explore ways to enhance international cooperation to meet these challenges. Classroom discussions will enable students to follow and understand the discussions that are taking place at various international meetings and to engage in more informed and effective discussions on various issues related to economic globalization. The focus of the discussions will be on issues that are relevant to developing countries and will be discussed from the perspective of policy makers. The emphasis will be more on what is happening in the real world and less on theoretical aspects of the issues.

Textbooks:

There will be no textbooks. Handouts and copies of background material will be distributed from time to time. Students are expected to make presentations on his/her assigned papers and engage in active classroom discussions.

Course Plan:

Issues to be covered include the following (subject to change):

- Introductory discussions
- Globalization and macroeconomic policies
- Globalization and fiscal policies
- Financial globalization
- Globalization and the IMF
- Challenges facing low income countries
- Globalization and regional integration
- Implications of Asian economic integration
- Asian economic growth model
- Global currency
- Global governance

Lecturer's Comments to Students:

The course will be organized as a combination of lectures and seminars, and will be conducted entirely in English. Classroom discussions are expected to be a continuation of the discussions that take place during the class on "International Economy" offered in the spring semester by the same lecturer. Both courses will follow a similar approach but there will be no overlap and the spring course is not a prerequisite for this course. It would be preferable and advisable for students to have strong interest in and basic knowledge about international economics.

Method of Evaluation:

Evaluation will be based on attendance, class participation and presentation of a term paper to be prepared on a relevant topic towards the end of the semester.

INTERNATIONAL MANAGEMENT 2credits (Fall)

国際経営論 2単位 (秋学期)

Addressing strategic management issues in a globalizing environment

Lecturer LUGAGNE, NATHALIE

講師 リュガーニユ, ナタリー

Course Description:

This course is for anyone who wishes to better understand multinational companies' strategies, systems and behaviors in their efforts to expand across borders. Based on the dynamics of global competition, students are expected to appreciate the impact of forces for global integration, national responsiveness, and worldwide learning on strategic, organizational and managerial decision-making. They are also expected to experiment that there is no easy and clear answer to globalization issues. Firms do internationalize by trial-and error processes.

The methods used in this course are mostly based on interactivity and class participation. The course will consist of case discussions, supplemented with conceptual insights and oral debates on specific issues raised.

Textbooks:

Dereski, Helen (2007). International management : Managing across Borders and Cultures. 6th edition. Pearson Prentice Hall. ISBN: 0-321-02829-5

Reference Books:

1. Bartlett, Christopher A. and Ghoshal, Sumantra (2002). Managing across Borders : the Transnational Solution. 2nd edition. Harvard Business School Press. ISBN:0-87584-849-4
2. Dunning, John H. and Lundan, Sarianna M. (2008). Multinational Enterprises and the Global Economy. 2nd edition. Edward Elgar Publishing. ISBN:1847201229
3. Lane, Henry W. et alii. (2009). International Management Behavior: Leading with a Global Mindset. 6th edition. Wiley John & sons. ISBN: 0470714123

Course Plan:

1. Introduction and warm-up.
2. How and why firms go international.
3. International, multinational and global strategies.
4. Home country and international competitive advantage.
5. Centralization and decentralization issues. The matrix organization.
6. Controlling and coordinating multinationals.
7. International human resource management.
8. Culture and management, leveraging diversity of cultures.
9. Transfer of management systems abroad.
10. Being a global manager.
11. Managing multicultural teams.
12. Business ethics and CSR in an international context.
13. Final exam. Conclusion and wrap-up.

Method of Evaluation:

1. Attendance, participation (10 %).
2. Case group presentation (40 %).
3. Final exam (50%).

LECTURE SERIES ON EUROPEAN AND ASIAN ECONOMICS 2credits (Fall)

Lecture Series on European and Asian Economics 2単位 (秋学期)

Professor, Faculty of Economics KIMURA, FUKUNARI

Professor, Faculty of Economics MCKENZIE, COLIN R.

経済学部教授 木村 福成

経済学部教授 マッケンジー, コリン R

Course Description:

This class is financially supported by the Global 30 Fund of the Ministry of Education, Culture, Sports, Science and Technology

(MEXT). Each week, a speaker will be invited from outside the Faculty of Economics at Keio University, to lecture in English. The lectures will be on recent developments and pressing issues related to Asia and/or Europe. The speakers will be invited from around the world, including Japan.

Textbooks:

There is no textbook for this class, but individual speakers may provide suggestions for further reading for their class

Course Plan:

In the first class we will provide a general overview of how this class will be organized and how we will evaluate students. The list of speakers and the dates they are speaking will be provided as soon as possible.

Method of Evaluation:

Evaluation is based on the summary which students must submit after each lecture, class participation and the final examination.

Questions/Comments:

Students with any questions should contact Colin McKenzie by email (mckenzie@z8.keio.jp)

NEW CHALLENGES FOR THE JAPANESE ECONOMY

2credits (Spring)

NEW CHALLENGES FOR THE JAPANESE ECONOMY 2単位 (春学期)

From the Perspective of Practitioners

Professor, Faculty of Economics GREVE, TAKAKO

Professor, Faculty of Economics NAKAMURA, SHINSUKE

Guest Professor, Faculty of Economics

KOBAYASHI, KEIICHIRO

経済学部教授 グレーヴァ 香子

経済学部教授 中村 慎助

経済学部特別招聘教授 小林 慶一郎

(プライスウォーターハウスクーパース株式会社寄附講座)

Course Description:

The objective of this course is to discuss most up-to-date topics of Japanese economy, its problems and future perspectives. We invite prominent Japanese and international practitioners to give lectures and lead the discussion with students.

Textbooks:

None.

Reference Books:

To be announced in the class.

Course Plan:

The topics included are as follows. (The actual sessions may not be in this order.)

The role of consulting business in Japanese economy.

Frontiers of restructuring of businesses.

Frontiers of M & A.

Information as an asset: the importance of information security.

Corporate performance management.

Post merger integration.

International accounting and management.

The role of regional development and family businesses.

Financial crisis and the perspectives of new financial monitoring.

Globalization and tax systems.

Auditing and disclosure as market infrastructure.

Importance of IT in management.

Method of Evaluation:

Attendance, class participation and exam score.

THEORY AND PRACTICE OF NATIONALISM 2credits (Fall)

ナショナリズム研究 2単位 (秋学期)

Lecturer CHANDRA, ELIZABETH

講師 チャンドラ, エリザベス

Course Description:

This course aims to familiarize students with existing scholarship in the study of nationalism. It focuses on the theoretical questions regarding the formation of nations such as: Where do we locate the conceptual origin(s)

of the nation? Is it really, as many scholars maintain, a modern creation? What are the ingredients that go into the making of a nation? How do we make sense of the nation from the point of view of gender? Is the nation ultimately a masculine project? In the age of globalization and world economy, has nation-state become obsolete? Do we have alternatives?

The course is designed to be an interdisciplinary undertaking as we will deal with writings by historians, political scientists, philosophers, and novelists. Students will be encouraged to bring into discussions their own experience with nationalism in their country.

Textbooks:

- 1) Omar Dahbour & Micheline Ishay (eds.), *The Nationalism Reader* (Humanity, 1995)
- 2) Geoff Eley & Ronald Suny (eds.), *Becoming National: A Reader* (Oxford Univ. Press, 1996)
- 3) John Hutchinson & Anthony Smith (eds.), *Nationalism* (Oxford Univ. Press, 1995)

Reference Books:

- 1) Benedict Anderson, *Imagined Communities* (Verso, 2006)
- 2) Anthony Smith, *Nationalism: Theory, Ideology, History* (Polity, 2002)
- 3) Eric Hobsbawm, *Nation and Nationalism since 1780* (Cambridge Univ. Press, 2000)
- 4) Ernest Gellner, *Nations and Nationalism* (Cornell UP, 1983)
- 5) Tom Nairn, *Faces of Nationalism* (Verso, 1998)
- 6) Gopal Balakrishnan (ed.), *Mapping the Nation* (Verso, 1996)
- 7) Partha Chatterjee, *Nationalist Thought and the Colonial World* (Univ. of Minnesota Press, 1993)
- 8) George Mosse, *Nationalism and Sexuality* (Howard Fertig, 1997)
- 9) John Gillis (ed.), *Commemorations* (Princeton Univ. Press, 1996)
- 10) Tessa Morris-Suzuki, *Re-inventing Japan: Time, Space, Nation* (Sharpe, 1998)

Course Plan:

1. Introduction
2. Genealogy of the Nation
3. Conceptual Roots
4. Conservative Reaction
5. Paradigms
6. Types & Terminology
7. Majority & Minority
8. Mediums & Symbols
9. Myth & History
10. The Question of Memory
11. The Question of Heroes
12. Nation & Gender
13. Post-nationalism?

Lecturer's Comments to Students:

This class is in lecture format, but with sufficient time for discussion at the end of each lecture. Students will be asked to write 1 final paper, take 3 in-class short quizzes, and participate in class discussion. There will be no final exam.

Method of Evaluation:

1. Quizzes (30%)
2. Final paper (40%)
3. Attendance & Participation (30%)
4. Other (0%)

DISCOVERING CULTURE THROUGH OBSERVATION

2credits (Spring)

文化観察による発見と理解 2単位 (春学期)

Doing Observational/Ethnographic Studies to Understand Culture
観察研究により文化理解を深める

Lecturer YOKOKAWA, MARIKO
講師 横川 真理子

Course Description:

When one encounters different behaviors and assumptions in a different culture, often the immediate reaction is one of irritation and confusion. "What is wrong with THESE people?", "Why do they do that?", we ask. Actually, people in a particular society are behaving according to patterns that make sense within the larger framework of their culture. This course

is designed to discover those patterns through conducting observational/ethnographic studies on the behavior of people in different settings.

After explaining the concepts of culture and subculture, the methods used in observational studies will be introduced. Students will be given an opportunity to do observational studies on their own or in groups, discovering both behavioral patterns and the cultural patterns that underlie those behavioral patterns.

Students will be asked to come up with tentative behavioral and cultural patterns gleaned from their observations, and present their findings to the class, opening their study to discussion. They will then be asked to go back and reaffirm or modify their observations, which will result in a final report.

Through their own study and those of the others, students are expected to gain a deeper understanding of both the culture they observe and of their own unconscious cultural patterns.

Textbooks:

Materials to be distributed in class

Reference Books:

- Desmond Morris. *Manwatching: A Study of Human Behavior*. Kinseido. 1977.
Robert M. Emerson. *Contemporary Field Research*. Long Grove, IL: c. 2001.

Theodore Bestor, Patricia Steinhoff, Victoria Bestor. *Doing Fieldwork in Japan*. Honolulu: University of Hawaii Press, c. 2003.

Course Plan:

- Week 1 What is culture?
Week 2 The observational method--description
Week 3 Behavioral patterns and cultural patterns
Week 4 Topic selection and group formation
Weeks 5-8 Preliminary Presentations
Weeks 9-12 Final Presentations
Week 13 Final Paper due

Lecturer's Comments to Students:

Doing an observational study gives students an opportunity to view culture and experiences in a different culture from an objective perspective. Newcomers can obtain a deeper understanding of the unspoken rules underlying the culture they have started to live in, while "natives" can begin to see the patterns and unspoken rules that have unconsciously ruled their lives.

Method of Evaluation:

Evaluation will be based on the preliminary presentation, the final presentation, and a final paper based on the findings.

Questions/Comments:

Students are encouraged to ask questions in class to generate further discussion.

CULTURE, CULTURAL ADJUSTMENT, AND IDENTITY

2credits (Fall)

文化・文化適応とアイデンティティ 2単位 (秋学期)

How communication and identity are affected by culture
文化がコミュニケーションと相互理解に与える影響

Lecturer YOKOKAWA, MARIKO
講師 横川 真理子

Course Description:

This course examines the impact of cultural values and beliefs on the process of cultural adjustment, the formation of cultural identity, and the relationship between language and culture. Third Culture Kids (Global Nomads), returnees, those with a bi-ethnic or ethnic minority background will be studied in relation to culture, cultural adjustment, and identity.

In addition to the readings, students will be given opportunities to discuss critical incidents on instances of cultural misunderstanding, do presentations on a topic related to culture and identity, as well as other projects.

Textbooks:

Material to be given out in class.

Reference Books:

Richard Brislin and Tomoko Yoshida. Intercultural Communication Training: An Introduction. Sage Publications, Inc., 1994.

Ruth Van Reken and David Pollock. The Third Culture Kid Experience. Yarmouth, Maine. Intercultural Press, 2001.

Faith Eidse and Nina Sichel. (eds.) Unrooted Childhoods: Memoirs of Growing Up Global

Course Plan:

Week 1 Culture and Cultural Adjustment Models

Week 2 Development of Cultural Identity

Week 3 Third Culture Identity

Week 4 Bi-Ethnic Identity

Week 5 Ethnic Minority Identity

Week 6 Groups and Topics

Week 7-11 Group Presentations

Week 12 Wrap up

Week 13 Paper due

Lecturer's Comments to Students:

Students with a multicultural background are especially encouraged to take this class, including students of bi-ethnic and ethnic minority background, returnees, and others of Third Culture background. Students who do not necessarily have a multicultural background but are interested in these issues are also welcome.

Method of Evaluation:

Students will be evaluated on class discussions, presentations, and the final paper based on their research.

Questions/Comments:

Students are encouraged to ask questions during class that will generate discussion. Comments and challenging questions will be welcome.

CULTURE AND THE UNCONSCIOUS 2credits (Spring)

異文化と自己理解 2単位 (春学期)

Exploring the Hidden World of Deep Culture

Lecturer SHAULES, JOSEPH
講師 ショールズ, ジョセフ

Course Description:

Culture has two sides, a visible side – food, clothing, architecture – and a hidden side of unconscious beliefs, values and assumptions. In this course we will learn the story of the discovery of hidden culture. We will explore culture's unconscious influence over us, and see how hidden cultural difference creates conflict in relationships and communication. Students will discuss their intercultural experiences, share their opinions and give presentations. The ultimate goal of this course is a deeper self-understanding.

Textbooks:

Beneath the Surface : A Beginner's Guide to the Deep Culture Experience, Shaules, J., (2009), Intercultural Press

Reference Books:

1) Deep Culture: The Hidden Challenges of Global Living, by Joseph Shaules, Multi-lingual Matters, 2007

2) Riding the Waves of Culture, by Trompenaars and Hampden-Turner, published by McGraw Hill

Course Plan:

Day one - Intro

Day two - Chap one

Day three - Chap two

Day four - Chap three

Day five - Chap four

Day six - Chap five

Day seven - In-class presentations

Day eight - Chap six

Day nine - Chap six

Day ten - Chap ten

Day eleven - In-class presentations

Day twelve - Written exam

Day thirteen - Final class

Lecturer's Comments to Students:

Students sit in small groups that change every week. You will have a chance to meet many other students and hear about their opinions and intercultural experiences.

Method of Evaluation:

Grades will be based on presentation preparations (outlines), and also on attendance, participation and a short final exam.

LEARNING FROM LIFE ABROAD 2credits (Fall)

海外生活から学ぶ 2単位 (秋学期)

Learning from life abroad

Lecturer SHAULES, JOSEPH
講師 ショールズ, ジョセフ

Course Description:

In this course, we will study the process of cultural learning--the changes we go through when we live abroad. We will look at the stages that sojourners (travelers, expatriates etc.) go through when adapting to new environments, including how one's view of the world, values, and even identity can change. We will also learn about cultural difference and how to do cross-cultural comparison. The emphasis will be on the personal cultural learning experience. Students will share their intercultural experiences and give their point of view about cultural difference.

Textbooks:

Beneath the Surface: The Beginner's Guide to the Deep Culture Experience, (2009), Shaules, J., Intercultural Press

Reference Books:

1) Deep Culture: The Hidden Challenges of Global Living, by Joseph Shaules, Multi-lingual Matters, 2007

2) Riding the Waves of Culture, by Trompenaars and Hampden-Turner, published by McGraw Hill

Course Plan:

Day one - intro

Day two - The culture learning process

Day three - The culture learning process

Day four - The culture learning process

Day five - The culture learning process

Day six - In-class presentations

Day seven - Deep culture difference

Day eight - Deep culture difference

Day nine - Deep culture difference

Day ten - Deep culture difference

Day eleven - In-class presentations

Day twelve - Final exam

Day thirteen - Review

Lecturer's Comments to Students:

Students will sit in small groups that will change every week. They will have many chances to get to know other students. They will talk about their own cultural learning experiences and point of view about cultural difference.

Method of Evaluation:

Grades will be based on presentation preparations (outlines), and also on attendance, participation and a short final exam.

HUMAN ENGINEERING 2credits (Spring)

人間工学 2単位 (春学期)

Human Factors

Lecturer URAKAMI, JACQUELINE
講師 浦上 ヤクリン

Course Description:

The ergonomic design of products, working systems and interfaces focuses on designing a comfortable environment, and aims to prevent damages and accidents.

Goal of the course is to provide an overview of the interdisciplinary field ergonomics.

Furthermore the course intends to help students to understand what impact ergonomic product design has for our environment and in our

everyday life.

The course introduces various aspects of ergonomic design such as “Universal Design”, “Accessibility” or “Emotional Design”, demonstrates methods for the evaluation of products and systems, and discusses future trends.

By means of practical examples students will experience the importance of an ergonomic design of products and systems.

Discussions will help participants to clarify the goals of ergonomic design, and to understand its potential and its feasibility.

Textbooks:

Wickens, C.D. & Hollands, J.G. (2000). Engineering Psychology and Human performance. London: Prentice Hall.

Salvendy, G. (2006). Handbook of Human Factors and Ergonomics. Hoboken, NJ: Wiley.

Kroemer, K.H.E., Kroemer, H.B., & Kroemer-Ebert, K.E. (2001). Ergonomics: How to design for ease and efficiency. New Jersey: Prentice-Hall

Course Plan:

1. Introduction
2. Goals of Human Engineering
3. Standards and Evaluations
4. Studies and Simulations
5. Anthropometry
6. Cognitive Engineering
7. Interface Design
8. Design Aspects I: Universal Design, Accessibility
9. Design Aspects II: Emotional Design
10. Design Aspects III: Work Environment
11. Gerontechnology: Design for older people
12. Future Trends
13. Final Class

Method of Evaluation:

1. Exam (30%)
2. Presentation (20%)
3. Attendance, Participation (30%)
4. Assignments (20%)

HUMAN RESOURCE MANAGEMENT FROM A PSYCHOLOGICAL PERSPECTIVE 2credits (Fall) 心理学的観点から見る人材管理 2単位 (秋学期)

Lecturer URAKAMI, JACQUELINE
講師 浦上 ヤクリーン

Course Description:

Human Resources are the most valued assets in an organization and a critical success factor in business.

Goal of Human Resource Management (HRM) from a Psychological Perspective is to enable employees to contribute to the enterprise productively. This course focuses on HRM from a psychological perspective.

The employee is seen as an individual person with own motives, attitudes, emotions and goals that have to be considered in business management.

Basic HRM topics such as Leadership, Recruitment, and Training are discussed as well as factors that affect employees' well being and performance.

The course intends to prepare students for their later working life and helps them to understand how to create a working environment that ensures employee well-being and enhances productivity.

Textbooks:

Carrell, M.R., Elbert, N.F., & Hatfield, R.D. (1995). Human resource management: Global strategies for managing a diverse workforce. New Jersey: Prentice Hall.

Spector, P.E. (2006). Industrial and organizational psychology. New Jersey: John Wiley & Sons, Inc.

Reference Books:

Ivancevich, J.M. (1995). Human resource management. Chicago: Irwin, Inc.

Course Plan:

1. Introduction
2. Conflict and Communication in Organizations
3. Recruitment: Interviews, Psychological Testing
4. Motivation and Emotion at Work
5. Job analysis and Job Design
6. Job Performance
7. Training and Development
8. Work Groups and Teams in Organizations
9. Leadership and Management
10. Occupational Health and Safety, Job related Stress
11. Workforce Diversity
12. Future Trends
13. Final Class

Method of Evaluation:

1. Exam (30%)
2. Presentation (20%)
3. Attendance, Participation (30%)
4. Assignments (20%)