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BUSINESS JAPANESE: INTRODUCTION TO JAPANESE FOR  
BUSINESS AND WORK 1 credit (Spring)

Business Japanese: Introduction to Japanese for  
business 1 単位 (春学期)

OKUGAWA, IKUKO  
奥川 育子

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**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course is designed for students who have completed elementary-level Japanese and who wish to master conversational expressions useful in a business environment. According to students' needs, we will learn expressions used in actual situations, such as introducing oneself, being introduced, making, accepting, and declining requests, setting up meetings, talking on the telephone, and discussing money. Special attention will be paid to in-group and out-group expressions, honorifics, features of the Japanese language which are essential for doing business in Japan. This course is especially recommended for undergraduates or graduate students who seek employment in Japanese companies.

**Course Plan:**

- 1 Introduction, L1 Introducing yourself and others
- 2 L2 Greetings
- 3 L2 Greetings
- 4 L3 Making and receiving a call
- 5 L3 Making and receiving a call
- 6 L4 Advising
- 7 L5 Making and declining a request
- 8 L6 Getting permission
- 9 L7 Making an appointment
- 10 L8 Making a visit
- 11 Practice: Giving a speech
- 12 Speech
- 13 Final Exam

Other Final review

**Method of Evaluation:**

Attendance (15%); Participation (15%); Assignments (20%); Quizzes (20%); Speech (10%); Final Examination (20%)

**Textbooks:**

『にほんごで働く！ビジネス日本語30時間』（スリーエーネットワーク）

**Lecturer's Comments to Students:**

Prerequisite: Enrollment in or completion of a K5 level Japanese language course (JLPT, N3 level), or similar, or high proficiency in Japanese, is required.

The number of students in the course is capped at 25. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

**\*All the students wishing to register for this course must fill out a statement of interest by 16:00, Monday, April 5th (JST), at this address, <https://forms.gle/wtBcQrTsA1pYA6gcA> and obtain permission from the instructor. Registration without permission will be deleted.**

\*Teaching Mode: Synchronous

If you have any questions, please feel free to contact me by e-mail at [iokugawa@keio.jp](mailto:iokugawa@keio.jp)

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CHINA, JAPAN AND KOREA COMPARATIVE MANAGEMENT  
2 credits (Spring)

中国、日本、韓国の比較経営 2単位(春学期)

Advanced learning of comparative management approaches

DRUMMOND, DAMON  
ドラモンド, ダイモン

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**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course reviews international contextual influences and strategic factors which shape organizations and managerial practices across different cultural settings, and highlights cases concerning China, Japan and Korea (CJK).

The aim is to develop skills to review and determine methods for critiquing and recommending solutions for business methods and or strategies for the case situations presented. Most importantly, members should be capable to effectively communicate solutions to issues identified.

Standards to be achieved: Upon completing this class, members should be able to:

1. Know the relationship between strategic and structural aspects of comparative international business organizations;
2. Be able to analyse and identify the various socio-economic and cultural influences to international organization issues; and,
3. Be able to demonstrate an understanding and ability to apply concepts to find solutions to issues identified.

The course is taught interactively with weekly in class exercises. To make this effective, preclass reading and exercise preparation is required. Team work is expected for some class activities and final exercises.

**Course Plan:**

- 1 General Course Introduction. Formation of teams and allocation of exercises.
  - 2 Introduction to the Approaches in Comparative Management: What is Strategy?
  - 3 Evaluating the Internal and External Environment: National Cultures, Conceptual Etic Approach
  - 4 The Conceptual Emic Approach
  - 5 Institutional Diversity and Management
  - 6 Human Resources Management
  - 7 Comparative corporate governance
  - 8 Operations Management
  - 9 Innovation Systems
  - 10 Structural, cultural and strategic considerations
  - 11 Networks and Clusters of Economic Activity
  - 12 Globalization and implications and societal specificity
  - 13 Integrative Case Presentations to the Board of Directors as Consultants
- Other Integrative Case Presentations to the Board of Directors as Consultants

**Method of Evaluation:**

- 40% Best 10 of 12 Weekly Case Reviews (Individual)
  - . Weekly topic class assignments for written hand in, (3-5 pages for each set topic).
- 15% Weekly Class and alternate discussion participation (Individual)
  - . Quality and supported contributions to class discussions
- 15% Team class leadership presentation reflection exercise (Team)
  - . Presentation summary and review (3-5 pages)
- 30% Team topic presentation and summary report 1 (Team and Individual)
  - . CJK team assignment set on a topic for a Board of Directors class presentation and report summary.
- Total 100%

TAKE NOTICE:

1) Any assignment deadlines missed will be penalized 10% immediately and 1% per day thereafter.

2) Weekly means each week is assessed independently and not in a summary review. Peer review includes ratings by other class members of your team contribution and impacts upon your individual assessment for that section of work.

3) The above is subject to change and to be confirmed in the 1st week of classes.

4) Members must be successful in each section of the above assessment to complete.

- E&OE.

**Textbooks:**

Sorge, A., Noorderhaven, N., Koen, C., 2015, Comparative International Management, Routledge.

**Reference Books:**

Alston, P., 1989, Wa, Guanxi, and Inhw: Managerial principles in Japan, China, and Korea

Business Horizons, 32, 2, March-April, 26-31.

Cho Y., Shin M., Sugiri M., Ota M., Choi M.C., 2016, A Comparison of Leadership Effectiveness among China, Japan, and Korea: Crossvergence Perspective, Academy of Management Proceedings, Vol. 2016, No. 1.

Fitzgerald, R., Rowley, C., 2016, MNCs from the Asia Pacific in the global economy: examples and lessons from Japan, Korea, China and India, Asia Pacific Business Review

Rowley, C., Benson, J., Warner, M., 2004, Towards an Asian model of human resource management? A comparative analysis of China, Japan and South Korea, The International Journal of Human Resource Management 15, 4-5, 917-933.

Rowley, C., Ishikawa, J., & Oh, I., 2018, Changing facets of leadership in East Asia: globalization, innovation and performance in Japan, South Korea and China, Asia Pacific Business Review

Thompson, Peteraf, Gamble, Strickland, 2015, Crafting and Executing Strategy; Concepts and Cases. McGraw-Hill.

Zhang, Y.B., Lin, M.C., Nonaka, A., Beom, K., 2005, Harmony, Hierarchy and Conservatism: A Cross-Cultural Comparison of Confucian Values in China, Korea, Japan, and Taiwan

Communication Research Reports, 22, 2, 107-115.

Other references to be provided in class.

**Lecturer's Comments to Students:**

There are individual and team components of assessment. Participation and personal performance on in-class exercises and discussions will be viewed as marks for assessment. The quality of participation is as important as the quantity of participation. Keep in mind that it is impossible to participate if you do not ATTEND.

The course is busy but efforts are rewarded by learning.

Written submissions style:

The style guide for all written submissions should be on A4, typed 12 point, 1.5 spaced. Name at top right on front page. All citations and references are written according to APA or Chicago style. The paper should clearly state the chapter and question being answered. Electronic hand in by PDF format is anticipated.

**Questions/Comments:**

If there are any queries or comments please feel free to contact the facilitator. (damondrummond@mac.com)

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DEEP CULTURE DIFFERENCE : UNDERSTANDING JAPAN  
THROUGH CROSS-CULTURAL COMPARISON 2 credits  
(Spring)

異文化比較を通じての日本理解 2単位(春学期)

Understanding Japan through Cross-Cultural Comparison

SHAULES, JOSEPH

ショールズ, ジョセフ

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**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

In this course we will learn about the psychology of experiencing cultural difference, and examine cultural differences between Japan and other countries. We will see that the largest impact of cultural difference often takes place at the level of the unconscious mind. We will learn about the unconscious process of deep culture learning. The class has two parts, 1) the brain and research into cultural difference, and 2) analyzing cultural difference. The ultimate goal of this course is a deeper understanding of yourself, your cultural programming, Japan and other cultural communities.

**Course Plan:**

- 1 First class - The deep culture of Japan
- 2 The "Oz Moment" and the "international brain".
- 3 The autopilot - System one versus system two
- 4 Configuration - The hidden impact of culture
- 5 Systematic Intuitions - Learning to read cultural patterns
- 6 Dilemma theory and deep cultural difference
- 7 The cognition of in-group and out-group
- 8 Deep Culture and Status
- 9 Deep culture and our moral compass
- 10 Deep culture and issues of control
- 11 Deep culture and time
- 12 Life spaces, privacy and identity
- 13 Student presentations

Other There will be supplemental readings.

**Method of Evaluation:**

1. Final Reflection Paper (30%)
2. Presentation(s) (40%)
3. Attendance, Participation (30%)

**Textbooks:**

- The Intercultural Mind: Connecting Culture, Cognition and Global Living, (2015) Shaules, Intercultural Press, Boston

**Reference Books:**

- Deep Culture: The Hidden Challenges of Global Living, by Joseph Shaules, Multi-lingual Matters, 2007
- The Beginner's Guide to Deep Culture: Beneath the Surface, (2010), Shaules, Intercultural Press, Boston and London

**Lecturer's Comments to Students:**

Students will be expected to reflect on and discuss their intercultural experiences. The instructor is passionate about the material.

EDUCATION IN EAST ASIAN SOCIETIES 2 credits (Spring)  
東アジア社会の教育 2 単位 (春学期)

Education in East Asian Societies

HAMMOND, CHRISTOPHER  
ハモンド, クリストファー

**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course will introduce learners to various socio-cultural issues and debates impacting schools, universities and education systems in East Asian countries.

Taking a case study perspective, we will examine a range of issues facing East Asian societies. Learners will:

- Debate and discuss the cultural and philosophical ideas that have shaped education in East Asia.
- Explore debates about the purposes of formal schooling, and the role of shadow education (juku) in various East Asian contexts.
- Consider how education is used as a political tool to shape national identities through moral, civic, and history curricula.
- Explore the tensions between nationalism and the internationalization of education in East Asian contexts.
- Compare cultural approaches to early childhood education in Eastern and Western cultures.
- Look at developments in higher education in the region, including participation rates, rising research outputs, regional collaboration, and the possibilities for study abroad to contribute to peace and stability among East Asian countries

**Course Plan:**

- 1 Exploring Education and Society - Introduction to Sociology of Education
  - 2 Education in East Asian societies: a comparative overview
  - 3 International comparisons of academic achievement and East Asia's 'success' on the OECDs PISA test
  - 4 Investigating East Asia's low 'student well-being' scores on PISA
  - 5 The purposes of formal schooling and the role of shadow education - exploring social class, egalitarianism and inequality
  - 6 Comparing cultural approaches to early childhood education in Eastern and Western cultures
  - 7 Education as a political tool - constructing national identities through moral, civic and history curricula
  - 8 Nationalism and education in East Asia
  - 9 Higher education in Asia - historical developments and 21st Century dynamism
  - 10 Regional cooperation in East Asian higher education
  - 11 Comparing contemporary student activism in East Asian contexts, including the role of universities in supporting, tolerating, or discouraging student involvement in social movements
  - 12 Final report workshop
  - 13 Final report presentations
- Other Final report feedback

**Method of Evaluation:**

Attendance, Participation: 50%

Research-based reports: 50%

**Textbooks:**

There are no required textbooks for this course. Readings will be provided.

**Reference Books:**

Brooks, R. (2019). *Education and Society: Places, Policies, Processes*. Macmillan International Higher Education.

Goodman, R., Kariya, T., & Taylor, J. (Eds.). (2013, May). *Higher education and the state: Changing relationships in Europe and East Asia*. Symposium Books Ltd.

Morris, P., Shimazu, N., & Vickers, E. (Eds.). (2014). *Imagining Japan in post-war East Asia: identity politics, schooling and popular culture*. Routledge.

Tobin, J., Hsueh, Y., & Karasawa, M. (2009). *Preschool in three cultures revisited: China, Japan, and the United States*. University of Chicago Press.

Vickers, E., & Kumar, K. (Eds.). (2014). *Constructing modern Asian citizenship*. Routledge.

**Lecturer's Comments to Students:**

Adequate preparation and active participation are expected for this course.

For any graded assignments students will be provided grading rubric in advance, showing what will be measured in determining grades.

ENTREPRENEURSHIP AND SMALL BUSINESS  
DEVELOPMENT IN JAPAN 2 credits (Spring)  
日本のアントレプレナーシップと中小企業開発 2単位  
(春学期)

MAGNIER-WATANABE, REMY  
マニエ ワタナベ, レミー

**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course is particularly useful for students who are interested in starting their own business and want to learn on different aspects of business management. This course is also suited to those involved in corporate entrepreneurship or in improving competitive positioning and transforming corporations towards value-creation.

In this course the student will learn the essential skills needed to start and manage a successful new business venture.

Upon completion of this course, student will be able to:

- Evaluate the necessary qualities and characteristics of the successful entrepreneurial profile.
- Recognize and determine the steps necessary to open and operate a small business enterprise.
- Identify the marketing, financial, leadership and other competencies needed by an entrepreneur.
- Use information, projections, logic and critical thinking to recognize an opportunity and solve small business problems in a multicultural, ethical and legal environment.
- Develop and present a Business Plan for a business in Japan or another country.

The course primarily uses a combination of lectures, class discussions, and case analyses.

**Course Plan:**

- 1 The Foundations of Entrepreneurship  
Readings:  
"Barriers to entrepreneurship in Japan"  
"Entrepreneurs in Japan: How to rev up Japanese startups"  
"Where are Japan's entrepreneurs"  
"Japanese entrepreneurs face a special challenge: The wife block"  
"Working in Japan: Views on entrepreneurship and start-ups are changing"
  - 2 Conducting a Feasibility Analysis and Designing a Business Model
  - 3 Crafting a Business Plan and Building a Solid Strategic Plan  
Readings:  
"10 Business Models That Will Inspire You"  
"The Presentation"
  - 4 Forms of Business Ownership / Buying an Existing Business  
Reading:  
"Buying Dad's Business"
  - 5 Franchising and the Entrepreneur  
Readings:  
"The Opportunity of a Lifetime"  
"Subway Got Too Big. Franchisees Paid a Price"
  - 6 Building a Powerful Bootstrap Marketing Plan
  - 7 Case-study session  
Reading:  
"Icedelights"
  - 8 Pricing and Credit Strategies  
Readings:  
"Pricing Exercises"  
"What Consumers - and Retailers - Should Know about Dynamic Pricing"
  - 9 Creating a Successful Financial Plan
  - 10 Managing Cash Flow
  - 11 Final exam
  - 12 Business Plan Presentations
  - 13 Business Plan Presentations
- Other Review

**Method of Evaluation:**

Participation (20%). All students are expected to participate actively in class discussion. This includes evidence of thorough prior preparation of course materials, engaging in exercises, etc. Attendance at all session is required except in previously arranged cases/emergencies.

Written Exam (40%). There will be a written exam that will cover specified elements of the course, including the concepts, cases, exercises, and discussions.

Business Plan (40%). The report will be no longer than 15 pages, single-spaced, including the executive summary and all financial statements; the business plan's financial section will include an income statement and cash flows for the first year of the venture and an assumption list will accompany the statements. The presentation will last 30 minutes and will be followed by a Q&A session.

**Textbooks:**

There is no required textbook for this class.

**Reference Books:**

<https://www.score.org/resource/business-plan-template-startup-business>

<https://www.score.org/resource/financial-projections-template>

Essentials of Entrepreneurship and Small Business Management, By Norman M. Scarborough, Global Edition, 8th Edition, Pearson Education - Prentice Hall, 2016, ISBN 9781292094861

Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, By Alexander Osterwalder and Yves Pigneur, Wiley, 2010, ISBN: 9780470876411

The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses, By Eric Ries, Crown Business, 2011, ISBN: 9780307887894

**Questions/Comments:**

If you have any questions, please contact me.

[magnier-watanabe.gt@u.tsukuba.ac.jp](mailto:magnier-watanabe.gt@u.tsukuba.ac.jp)

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## FRENCH AND EUROPEAN POLICIES IN ASIA SINCE WWII

2 credits (Spring)

第二次世界大戦後のアジアにおけるフランスおよびヨーロッパの政策 2単位(春学期)

## FRENCH AND EUROPEAN POLICIES IN ASIA SINCE WWII

2 credits (Fall)

第二次世界大戦後のアジアにおけるフランスおよびヨーロッパの政策 2単位(秋学期)

VAYSSET, OLIVIER  
ヴェッセ, オリヴィエ

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### **Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

Until the end of the Algerian crisis (1962) and even beyond if one refers to the African continent, French foreign policy has been trapped in its colonial past. Its foundations were defined and implemented by General de Gaulle: national independence and refusal of a bipolar world hence its overtures to the new China, the USSR and the Third World.

Under the Fifth Republic (from 1958 to the present day), French foreign policy is the responsibility of the President of the Republic, and the course will present the evolution of France Asia Policy following the chronology of the Presidents of the Republic.

However, the international situation is changing. The European Union plays an increasing role in spite of its weakness and the importance of Asia has profoundly modified the global balance of powers.

This class will teach the evolution of France Asia Policy after World War II in the European context following a chronological and thematic organization.

### **Course Plan:**

- 1 Introduction to the course.
  - 2 The complex situation of the French colonies in Asia since WWII.
  - 3 The Indochina War and its consequences.
  - 4 General de Gaulle's diplomacy in Asia (1958-1969). La politique de grandeur.
  - 5 President Pompidou (1969-1974) - continuity and innovation. President Giscard d'Estaing diplomacy (1974-1981). The key point of his foreign policy.
  - 6 President Mitterrand's policy in Asia (first mandate 1981-1988 - second mandate 1988-1995). An active policy without consistency.
  - 7 President Chirac's policy in Asia (1995-2007). An Asian policy determined by France relation with China.
  - 8 President Sarkozy's policy in Asia (2007-2012). Asia is not one entity.
  - 9 President Hollande's policy in Asia (2012-2017). New "Inso-Asia-Pacific" French policy. (1)
  - 10 President Hollande's policy in Asia (2012-2017). New "Indo-Asia-Pacific" French policy. (2)
  - 11 President Emmanuel Macron (2017-2022) - Indo-Pacific Axis. New Vision of Asia.
  - 12 Asian EU policy.
  - 13 France soft power
- Other France Economic relations & Arms sales with Asian countries.  
General discussion and advices.

### **Method of Evaluation:**

- 40% : Final Essay on a chosen topic by the student in relation with the syllabus (4/5 pages - A4 - single spaced).
- 60% : regular attendance and active participation within the study group you belong to.

### **Textbooks:**

There are no textbooks as such in English to my knowledge.

### **Reference Books:**

- BODARD Lucien: The Quicksand War 1967 - The French Consul - Reprint 1978  
BOYLAN Kevin & OLIVIER Luc: Valley of the Shadow: The Siege of Dien Bien Phu - 2018  
BURUMA Ian: Year Zero - A History of 1945. - 2013.  
CHIRAC Jacques: My Life in Politics. November 13, 2012.  
DURAS Marguerite: The Sea Wall 1952 - The Lover 1984 (movie 1992) - The North China Lover 1992 - The Vice-Consul 1968.

ESTAING (d') Valérie Giscard: Towards a New Democracy, May 30, 1977.

FALL Bernard: Hell in a Small Place - Street Without Joy, 1961.

GAFFNEY John: France during the François Hollande presidency. The Unhappy Republic. Palgrave Macmillan, 2015.

GREENE Graham: The Quiet American, 1955 - movie 1958 and 2003.

KISSINGER Henry: Diplomacy (1994).

JULIAN T. Jackson Julian T.: A Certain Idea of France: The Life of Charles de Gaulle, June 18, 2018. Allen Lane. 928 pages.

LONDON Jack: about Korea as a war correspondent 1904.

MALRAUX André: Man's Fate 1933.

NYE Joseph: Bound to Lead: the Changing Nature of American Power (1990)

Francis PIKE: Empires at War. A Short History of Modern Asia Since World War II, 2010.

RENOUVIN Pierre: The Question of the Far-East, 1840-1940. English Book Illustrated edition 1946.

SARKOZY Nicolas: Testimony: France, Europe and the World in the Twenty-First Century, October 13, 2009.

SHORT Philip: Mitterrand: A Study in Ambiguity, November 6, 2014, Vintage.

TIERSKY Ronald: François Mitterrand. The Last French President, July 21, 2000.

ANTLÖV Hans & TONNESSON Stein (edited by): Imperial Policy and Southeast Asian Nationalism, 1930-1957 - 1995.

WESTAD Odd Arne: The Cold War - A World History. 2017.

THE ECONOMIST: Pocket World in figures. 2020 edition.

www.OSPREYPUBLISHING.COM (illustrated collection on Wars)

Pick up a few volumes of the collection « A Very Short Introduction » - Oxford University Press: The Cold War - Geopolitics - Empire - The European Union - Globalization - International Relations - Postcolonialism - The United Nations - The World Trade Organization, amongst others.

For Readers of texts in French, you can find many interesting small size books from the « Presses Universitaires de France », collection « Que sais-je ? » (a few thousands volumes).

### **Lecturer's Comments to Students:**

1. at the last course.

### **Questions/Comments:**

if you have any question, please contact me at the following email address: oliviervaysset@hotmail.com

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GHOSTS AND GOBLINS IN MODERN JAPANESE  
LITERATURE 2 credits (Spring)

日本近代怪奇幻想小説通史 2単位(春学期)

GHOSTS AND GOBLINS IN MODERN JAPANESE  
LITERATURE 2 credits (Fall)

日本近代怪奇幻想小説通史 2単位(秋学期)

Ghosts and Goblins in Modern Japanese Literature

BERNARD, PETER

バーナード, ピーター

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**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

Modern Japanese literature is filled with ghosts and goblins--if only you know where to look. This course surveys some of the strangest, scariest, and wildest fiction in modern Japan. It is designed as an introductory survey to the material, meaning that no prior knowledge of Japanese literature or Japanese history is required. We will begin at the "beginning" of modern Japanese literature in the late nineteenth century and work our way up through more contemporary works, and the stories we will encounter range from ghost stories to fairy tales to the literary equivalent of the splatter film.

Along the way, we will ask ourselves a set of interlinking questions. How did the broad genre of what is today known in Japanese as *gensō bungaku*, roughly corresponding to supernatural, horror, and fantasy genres, emerge and develop as a set of assumptions about the nature of modern life in Japan? How do these assumptions challenge our way of interacting with the world, with other people, and ultimately with our own sense of self? What kind of new understandings of various boundaries--between the real and the unreal, the present and the past, the foreign and the native, the living and the dead--might these stories suggest? And how are these texts part of a larger global network of weird fiction--what, in other words, does it mean to call a Japanese text "Gothic"?

**Course Plan:**

- 1 Course Introduction
- 2 Kōda Rohan and the Origins of *gensō bungaku* (Kōda Rohan, "Encounter with a Skull")
- 3 Izumi Kyōka's Supernatural Fiction (Izumi Kyōka, "One Day in Spring," first half)
- 4 Izumi Kyōka and the Possibilities of Radical Disorientation (Izumi Kyōka, "One Day in Spring," second half)
- 5 Real/Unreal in Natsume Sōseki and Mori Ōgai (Natsume Sōseki, selections from "Ten Nights of Dream"; Mori Ōgai, "Ghost Stories")
- 6 Folk Horror (Lafcadio Hearn, "Jikininki" and "Yuki-Onna"; Yanagita Kunio, selections from *The Legends of Tōno*)
- 7 Gothic Grotesque Nonsense (Murayama Kaita, "The Diabolical Tongue")
- 8 Specters of Empire (Satō Haruo, "The Tale of the Bridal Fan")
- 9 Orikuchi Shinobu's "Antiquity" (Orikuchi Shinobu, *The Book of the Dead*, first half)
- 10 Ghosts, History, and the Uses of the Past (Orikuchi Shinobu, *The Book of the Dead*, second half)
- 11 The Dark Fairy Tale and Postwar Feminist Horror (Kanai Mieko, "Rabbits")
- 12 Folktales Retold (Matsuda Aoko, selections from *Where the Wild Ladies Are*)
- 13 Weird Futures (Torishima Dempow, "Sisyphian (Or, Perfect Attendants)")

Other Students will write a 2,000-word final essay at the end of the course. Essay prompts will ask students to synthesize the reading they have done throughout the semester; no outside reading or research will be required to complete the assignment.

**Method of Evaluation:**

Grades will be calculated as follows:

- 40% Regular attendance and active participation in class discussion
- 30% Short written responses and/or in-class quizzes
- 30% Final 2,000-word essay

**Textbooks:**

1) Orikuchi Shinobu. *The Book of the Dead*. Translated by Jeffrey Angles. University of Minnesota Press, 2016.

2) Matsuda Aoko. *Where the Wild Ladies Are*. Translated by Polly Barton. Soft Skull Press, 2020.

3) Torishima Dempow. *Sisyphian*. Translated by Daniel Huddleston. Haikasoru, 2018.

(All other reading assignments will be distributed by the instructor in class.)

**Reference Books:**

Students are welcome to consult with the instructor for suggestions if they are interested in reading more about modern Japanese literature.

**Lecturer's Comments to Students:**

This class will be taught in English, and all distributed readings will be in English translation.

Potential students should note that they will be required to complete the weekly reading outside of class. This class requires a significant amount of reading outside of class for each session.

Every class session will start with a short (1-question) quiz on the content of that day's assigned reading to ensure that students have done the reading. (There is a chance that this might be substituted with an equivalent assignment in the event that the quiz is difficult to implement due to the 2021 course format.)

Likewise, active participation in class discussion is an important aspect of the class. Students who complete the weekly readings and participate in class discussion will likely succeed in the class; those who do not have a high chance of failing the class. Please note that there is no final exam administered for this class.

**Questions/Comments:**

Students can contact me via email (to be distributed on the first day of class); students are also welcome to schedule office hours to discuss assignments and other course-related matters.

JAPANESE BUDDHISM AND SOCIAL SUFFERING 2 credits  
(Spring)

日本仏教と現代社会 2単位(春学期)

Priests and Temples Reviving Human Relationship and Civil Society

WATTS, JONATHAN S.

ワッツ, ジョナサン S.

**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course is offered as a companion course to Buddhism and Social Change in Contemporary Asia 仏教と現代アジアの社会変化 by the same instructor in the first half of the semester. You do not have to take both courses, but it is recommended to do so for a fuller understanding. This course will look at Buddhism in Japan in a very different way - through the actions of Buddhist priests and followers to confront the real life problems and suffering of people in Japan today. We will look at such issues as:

- 1) human relationships in terms of: a) dying and grieving, and b) alienation and suicide;
- 2) economic development in terms of: a) social and economic gaps, aging society, community breakdown and depopulation of the countryside, b) alternatives to globalization and Buddhist economics, and c) alternative energy and the environment;
- 3) politics in terms of: a) nuclear power and peace, and b) Buddhist complicity with war and work for peace.

The creative solutions some individual Buddhists are developing in response to these problems mark an attempt to revive Japanese Buddhism, which has been primarily associated with funerals and tourism. These efforts are trying to remake the temple as a center of community in an increasingly alienated society.

There will be a variety of teaching methods from homework, readings, in-class videos, and guest speakers. This course will attempt to be as interactive as possible, so students should be ready to reflect on the issues personally as they experience them as residents of Japan, and to express these reflections not only intellectually but emotionally as well.

Reminder: This is an intensive course that has been consolidated from 14 weeks into 7 weeks, so each week is a double class, 3 hours instead of 1.5 hours of class time. Therefore, lectures, readings, and homeworks reflect a more intensive approach with more weekly work than a usual 14 week full semester course.

**Course Plan:**

- 1 Introduction & A Brief History of Japanese Buddhism
- 2 The civilizational culture of Buddhism meets Japan's particular cultural identity
- 3 Buddhist Social Analysis & The Present Crisis in Japanese Society
- 4 Japan: The Disconnected Society 無縁社会
- 5 The Present Crisis in Japanese Buddhism
- 6 Human Relationships I: Dying and Grieving in an Aging Society
- 7 Human Relationships II: The Suicide Prevention Priests of Japan
- 8 Development I: Community Development with the Suicide Prevention Priests
- 9 Development II: Rural Decline, Migrant Laborers, Poverty & Homelessness
- 10 Development III: Nuclear Energy & the Eco-Temple
- 11 Politics I: War and Japanese Buddhism
- 12 Politics II: Peace and Japanese Buddhism
- 13 Buddhism and the Future of Japan

Other Review of course themes & Preparation for final report

**Method of Evaluation:**

Due to the COVID Pandemic and the shifting of classes on-line, these will be the main methods of evaluation:

- 1) Unit Reflections (5)(80%)
- 2) Attendance, Participation, and personal interaction with instructor (20%) I will hold an open Zoom session for students only for 90 minutes once a week at a time convenient for all to ask questions about the lectures, readings, and course materials and for all of us to get to know each other a little.

**Textbooks:**

None; all readings, homework assignments, and other class details will be available on the class homepage: <https://ogigaya.wordpress.com/>

**Reference Books:**

Covell, Japanese Temple Buddhism: Worldliness in a Religion of Renunciation (University of Hawaii Press, 2006).

Nakamura, Hajime. Ways of Thinking of Eastern Peoples (University of Hawaii Press, 1964)

Watts. Lotus in the Nuclear Sea: Fukushima and the Promise of Buddhism in the Nuclear Age (Yokohama: International Buddhist Exchange Center, 2013).

Watts. This Precious Life: Buddhist Tsunami Relief and Anti-Nuclear Activism in Post 3/11 Japan (Yokohama: International Buddhist Exchange Center, 2012).

Watts & Tomatsu, Buddhist Care for the Dying and Bereaved: Global Perspectives (Boston: Wisdom Publications, 2012)

**Lecturer's Comments to Students:**

この授業は英語で行われますが、日本語の教材やビデオを使用することがあります。また、フィールド・トリップでは日本語で会話をする機会もあります。しかし最後のレポートは必ず英語で書かなければなりません。日本語・英語、その他の言語でこの授業を楽しみましょう！ While this class is conducted in English, there will be a broad use of Japanese language source texts and videos, and Japanese may be used at times in class and on field trips. However, all main texts are in English. Translation will be provided during field trips, and the final written report must be done in English. Whether it be Japanese, English or one of the many languages of our international students, let's enjoy communicating together!

**Questions/Comments:**

Teacher Profile: Jonathan Watts has lived in Indonesia, Thailand and Japan for the past 20 years involved in NGO/NPO work with Buddhist based organizations. He is also conducting research on Japanese Buddhism and has recently finished writing three books: Lotus in the Nuclear Sea: Fukushima and the Promise of Buddhism in the Nuclear Age (2013) and This Precious Life: Buddhist Tsunami Relief and Anti-Nuclear Activism in Post 3/11 Japan (2012) Yokohama: International Buddhist Exchange Center; and Buddhist Care for the Dying and Bereaved: Global Perspectives (Boston: Wisdom Publications, 2012). Students will have the opportunity to learn from and meet the many Buddhist priests and social activists in Japan and elsewhere whom he has come to know over the years.



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## JAPANESE PRODUCTION MANAGEMENT SYSTEMS

2 credits (Spring)

日本の生産管理システム 2 単位 (春学期)

KHOJASTEH, YACOB  
ホジャステ, ヤコブ

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### **Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course provides an introduction to production management and presents tools and techniques mostly used by Japanese companies to manage and control their production systems. It provides the students with the necessary concepts, tools and methods to understand the production management systems and the logic behind the various planning, scheduling, control and decision techniques used by Japanese companies today. Essential Japanese production management concepts such as Toyota's production systems, just-in-time, Kanban and Kaizen will be covered. It also covers traditional and modern Japanese production systems and those control systems being practiced in Toyota.

### **Course Plan:**

- 1 Introduction, Toyota production system
- 2 Toyota's Just-in-Time (JIT) systems
- 3 Kaizen and continuous improvement techniques
- 4 Productivity, concepts and applications
- 5 Productivity improvement in production systems
- 6 Inventory management
- 7 Aggregate planning and scheduling I
- 8 Aggregate planning and scheduling II
- 9 Material requirements planning (MRP)
- 10 Enterprise resource planning (ERP)
- 11 Planning and scheduling in production systems
- 12 Short-term scheduling in production systems
- 13 Problem solving and course review

Other Review

### **Method of Evaluation:**

Attendance	10%
Assignments	60%
Final Exam	30%

### **Textbooks:**

Lecture handouts will be provided as the course proceeds.

### **Reference Books:**

- Monden, Y. (2012) *Toyota production system: an integrated approach to just-in-time*, 4rd edition, Engineering & Management Press
- Khojasteh, Y. (2016) *Production Control Systems, A Guide to Enhance Performance of Pull Systems*, Springer
- Khojasteh, Y. (2018) *Production Management: Advanced Models, Tools, and Applications for Pull Systems*, CRC Press

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JAPAN'S TRADE LAW AND POLICY 2 credits (Spring)  
日本の通商関連法・政策 2 単位 (春学期)

飯野 文

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**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course focuses on global trade system/rules (namely WTO Agreements and Free Trade Agreements) and Japanese trade policies and laws under those rules. Participation in this course will provide basic knowledge on concepts and terms related to global trade system/rules, together with tools for legal analysis of trade laws and policies of respective countries.

The classes start with lectures on basic trade system/rules/policies followed by case studies. Relevant cases are distributed in advance and active participation in the case-related presentations, debates or other forms of group work, depending on the number of students, is necessary.

**Course Plan:**

- 1 -Overview of the World Trade System: WTO and Free Trade Agreements(FTAs)  
-Brief history of Japan's trade policy: WTO and FTAs/Economic Partnership Agreement(EPAs)
- 2 Basic Trade Rules: GATT (tariff reduction, non-discrimination, etc.)
- 3 Case Study: Japan-Taxes on Alcoholic Beverages (China-Rare Earths, EC-IT Products)
- 4 Basic Trade Rules and FTAs
- 5 Case Study: Legality of Japan-US Trade Agreement
- 6 Agriculture and SPS Agreement/TBT Agreement
- 7 Case Study: Japan-Apples (Korea-Radionuclides/Japan-Laver Quotas)
- 8 Trade Remedies 1: Safeguard
- 9 Case Study: Ukraine-Passenger Cars
- 10 Trade Remedies 2: Anti-Dumping Duties and Subsidies/ Countervailing Duties
- 11 Case Study: US-Zeroing (US-Byrd Amendment)
- 12 Other Issues (Services/Intellectual Properties) and Dispute Settlement
- 13 Case Study: Japan-Film

Other Report assignments relating to case studies will be indicated.

**Method of Evaluation:**

Attendance, Participation ( presentation, debates or other group-work depending on the number of students)

**Textbooks:**

Original handouts or materials will be provided.

**Reference Books:**

Reference books or materials will be indicated if necessary.

**Lecturer's Comments to Students:**

This course is also for students who have not necessarily studied law.

**Questions/Comments:**

Questions/Comments via e-mail. Lecture's e-mail address will be indicated if necessary.

OTAKU CULTURE IN JAPAN AND ITS TRANSNATIONAL  
RELATION 2 credits (Spring)

日本のオタク文化と多国籍の関係 2 単位 (春学期)

OTAKU CULTURE IN JAPAN AND ITS TRANSNATIONAL  
RELATION 2 credits (Fall)

日本のオタク文化と多国籍の関係 2 単位 (秋学期)

SUGIURA, KAZUNORI  
杉浦 一徳

**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

"Anime", "Comic", and "Game" are some of the aggressive and innovative forms of popular culture spreading throughout the world. Japan is one of the major countries influencing this unique popular culture with its creativity. Enthusiast of such popular culture are defined as "Otaku". It also delivers a new sense of atmosphere in terms of "Kawaii", and "Moe". These so called "Otaku" cultures are now focused throughout the globe and giving Japan an important role to enhance its innovative creativity. These contents and subcultures distributed from Japan have created transnational cultural boom referred to as "Cool Japan" and now creating an inevitable cultural influence. Furthermore, political strategy suggests favorable international competitiveness to claim these cultural deliverable as the seeds of creativity influencing its national branding.

Objective of this course is to understand how the roots of these Otaku cultural activities in Japan have expanded internationally as one of Simulacra with creators, and activists of the fields: How the technology has been created and knowing its real motivation to drive these sub-cultural activities. This course will first address the backgrounds and characteristics as well as its innovative expansion of "Otaku" culture recognized internationally, that were once born in the age of competing creativity that comes from Social Darwinism inherent during the phase of its economic growth and development of Japan.

We will share the history of "Otaku Culture" and its technology in Japan from three perspectives. 1) Potential of expression process 2) Digital Content technologies that are being applied 3) Breakthrough of "Otaku Culture" influenced by Trans-nationalization and Internationalization. We will learn the creation process of media contents, games, and expressions for the next generation, especially learning and understanding technologies and methods to become a representative of "Otaku Culture creator and producers". We will discuss with participants, the next generation evolving reinvented, recreated animation, games, and expression contents produced internationally outside of Japan, especially from Asia. This course will also introduce you to get use to the views, methodologies, and ideologies based on "Otaku" with practical evidence, together with knowing the route in psychological process of satisfying desire and greed with its Otaku creativity.

**Course Plan:**

- 1 **"Japanese Otaku Culture Surrounded and Distributed in Akihabara"** There are always relations between the Japanese "Otaku Culture" and its distributed location. "Akihabara" is one of the areas in Japan making an excessive influence on "Otaku Culture". The first three weeks of this course will start out with introduction, and understanding a place called "Akihabara" in Tokyo: a presentation layer of Japanese "Otaku Culture". We will also learn the "Shift", "Change" and "Transformation" in Akihabara to analyze based on social cultural perspective. We will also share virtual tour to "Akihabara" with videos. During this virtual tour, we will check the co-existence of "Media Contents (Software)", "Hardware" and "Service" in Akihabara, influencing and re-inventing each other creating endless cycle of evolution.
- 2 **"Akihabara Tour"**  
We will be creating a group. The entire group will be going to Akihabara as a walking tour with some of the themes discussed on first class. During the tour, we will check the co-existence of "Media Contents (Software)", "Hardware" and "Service" influencing and re-inventing each other creating endless cycle of evolution inside "Akihabara" We will also keep in mind its changes in evolution while

we do our next tour in the latter half of this course in spare time. Please note it is not mandatory to join this Akihabara tour if you are already a frequent Akihabara tourist.

- 3 **"Video Game Console and Gaming Industries Part 1"**  
Nearly 40 Years have passed since video games has infiltrated in our culture. Second day, we will look into the history of game industries to know the creative evolution with its technologies behind. The interactive design, including game design, are "transparent design" which you cannot see in reality, but within the game itself. We will learn the implementation of these designs rooted on psychological desire, sense and physical instinct of "Otaku". Meritocracy coupled together with metacognition are also important factors on video gaming.
- 4 **"Video Game Console and Gaming Industries Part 2"**
- 5 **"Gaming and Network"**  
Networks, connecting computers on both ends, actually connected a peoples' interaction that are using them. This session will introduce the figurative implementation based upon Japanese "Omotenashi" pursue and technology used in the network games.
- 6 **"Doujin and Comike Part 1"**  
Creative contents sold in Comike (Comic Market) and Doujin conventional events are the essence for the Otaku people in Japan and now spreading worldwide. We will learn the kinds of contents being created and distributed in such events, and also know the facts, motives, and technologies of the most famous and attractive otaku events of all: "Comike", more than 650 Thousand people participate in only 3 days. We will also look into the management and operation process of such "Otaku" event.
- 7 **"Otaku Event Management"**  
Otaku is somewhat socialized people. we will discuss about how otaku events are being handled and managed.
- 8 **"Cosplay and Event"**  
"Role-playing" to become Anime and Comic character is once given birth by the "board game" ages. Japanese Otaku cultures have evolved such "role-playing" to one of MR (Mixed Reality) transparent expression. We will understand the expression techniques, technologies of "Cosplay", and also seek into rational desires contained in its expressions. Anime and Comike cultures have given new expression to creativity.
- 9 **"Kigurumi"**  
Kigurumi is a new expression scheme to become a character of contents. In this session, we seek how otaku kigurumi enthusiasts experience the kigurumi culture.
- 10 **"Creative Expression (Ita-sha and ETC)"**  
Majority of Otaku creations are disclosed and presented to public as a work of art and as a cultural expression. We will seek the evolution principle of Otaku culture based on handicap principle expressed by Amotz Zahavi. We focus on Designs of "痛車(Ita-sha or Ouch Cars), decorating stickers or directly painting an Anime characters to body of the car. What are the psychological backgrounds and motivations to create such art? What are the creative technologies used for creation? How can we apply these powers to new innovations?
- 11 **"Idol and Passionate/Braves:漢(おとこ), Instinct, sense, and desire Part 1"**  
Otaku(Wotaku) motivated from Idols are also called as Passionate / Braves: "漢(おとこ)". Within these practices of ever-changing popularity against the collection of idols, we will seek into its management and stealth marketing strategy to keep these Wotaku in a position to support Idol (Ideal) world. With a specific example, we will also discuss the limitation in the Idol market based on its capitalism society of passionate Wotaku organizational cohesion community equipped with its social Darwinism.
- 12 **"Moe, Simulacra, Desire, and Motivation"**  
What is "Moe(萌え)"? With specific example of creation from pop cultures, we will seek for the hints of its origins and essence. Why is there a culture that created a character called "Otokonoko(男の娘)": a Boy in cute girls' outfit? With a mixture of the pop culture and the Real world that we live in, we will evaluate a form of "Moe" based

upon some of the perspective such as a life given from creation of "Lolicon: Lolita Complex", and "Shota" or the personification of inorganic forms(擬人化).

### 13 Course Summary/Review

#### Other "Future of Otaku"

Contents created by so called "Cool Japan" does not originate from Japan, but from all over the world. We will see how the origins of Japanese pop culture have re-innovated and developed outside of Japan and now re-influencing the Japanese pop culture. With all the classes we discussed, we will summarize this course to recognize the collaborative possibilities based on Otaku pop cultural activities

#### **Method of Evaluation:**

Evaluation Scheme will be as follows:

- 1) Participants to the class, attendance questions
- 2) Submission of Assignments/Reports

#### **Textbooks:**

Text books and materials will be announced during the lectures.

#### **Reference Books:**

Text books and materials will be announced during the lectures.

#### **Lecturer's Comments to Students:**

This lecture will be held in English, and if required, in Japanese as well. Some of the terminology will be in Japanese (You will need to learn some Otaku terminology in Japanese as well as in English).

It will be held online live via Zoom.

#### **Questions/Comments:**

TARGET SCOPE:

Target of this workshop is for whom wishes to know further on

- \* Japanese Otaku Culture in General
- \* How endless seeds of creativity are born
- \* Internationalization and Trans-national "Otaku Culture"
- \* Knowing from "Comike": World's Largest Otaku Gatherings
- \* How it is being managed and steered
- \* Knowing the Participants of the event
- \* Understanding the future of "Comike"
- \* Knowing the technology and techniques behind Otaku
- \* Digitalization process of Comics and Anime
- \* Cosplay, Kigurumi "Technologies"

Assuming Target:

- \* Undergraduates and Graduates:
  - College of Arts and Science
    - Asian Studies (Especially Japanese and Asian Cultures)
  - Computer Science
    - Computer Games, Game Theory, Gaming Industries
    - Communications, Network Technology(Infrastructure)
  - Economics
    - Consumption Society
    - Creative Economics
  - Film Studies
    - Amateur filming
    - Anime and Animation
  - Humanities, Psychologies, Sociology
    - Age of Post Moratorium
  - Japanese
    - Japanese culture
  - Philosophy
    - Logics and Ethics of Otaku Culture
  - Media Studies, Media Production
    - Technology, Arts, and Media
- \* Whom have interests in "Otaku Culture"
- \* Whom involved in "Otaku" Activities

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SEEING JAPANESE CULTURE AND SOCIETY FROM A  
QUALITATIVE PERSPECTIVE 2 credits (Spring)  
質的調査から見る日本文化と社会 2単位(春学期)

SUZUKI, RIE  
鈴木 理恵

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**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course provides an opportunity to observe and analyze people's conducts and/or language usage in the contemporary Japanese society. As one approach to examine these issues, you will be introduced to the basics of qualitative research methods, which allows you to see the world surrounding you more critically and deeply. By using some of the methods, you will then design and conduct a group research project, to investigate some socio-cultural aspects of Japan identified in your everyday life.

**Course Plan:**

- 1 Introduction
- 2 Qualitative research method: Its approach
- 3 Quantitative and qualitative research methods
- 4 Observation: Getting to know the method
- 5 Interview: Getting to know the method
- 6 Designing a research project 1: Writing a research proposal
- 7 Designing a research project 2: Revising a research proposal
- 8 Designing a research project 3: Preparing for data collection
- 9 Designing a research project 4: Preparing for data collection
- 10 Collecting and analyzing data 1
- 11 Collecting and analyzing data 2
- 12 Analyzing data and preparing for your group presentation
- 13 Presentation day

Other None

**Method of Evaluation:**

1. Attendance and participation (40%)
2. Presentation (25%)
3. Final report (35%)

**Textbooks:**

Materials will be provided in class.

**Reference Books:**

Denzin, K. N. & Lincoln, S. Y. (eds.) (1994). Handbook of Qualitative Research. London: Sage.  
Punch, K. F. (1988). Introduction to Social Research: Quantitative and Qualitative Approaches. London: Sage.  
Silverman, D. (2000). Doing Qualitative Research: A practical handbook. London: Sage.

**Lecturer's Comments to Students:**

- **This course is designed both for international students and for local students, majoring in any field of study.** Students will be expected to actively participate in designing and conducting a group project, communicating well with classmates. **The number of students for this course is limited to 20.**
- **This course will be offered on an on-demand basis for lecture parts and on a live streaming basis for group work and presentation parts.** Further details of the course organization will be explained in the first session.
- **Those who wish to take this course are required not only to register the course via Academic Affairs Web System but also to fill out a questionnaire by 16:45 on April 5th (JST), by logging in Google Forms with their Keio accounts and using the link: <https://forms.gle/FdQ2VZ7hz3VSV7Lm7>**

A selection will be made based on the information provided to the instructor through the questionnaire.

SINO-JAPANESE RELATIONS IN PERSPECTIVE 2 credits  
(Spring)

日中関係概論 2単位(春学期)

NIQUET, VALERIE  
ニケ, ヴァレリー

**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

China and Japan are both major players far beyond Asia, respectively the second and third economies in the world. The relations between these two powers however remain tense in spite of increasing economic integration. Moreover, tensions between the two are on a rising trend in recent years with an increasingly territorial and military dimension.

The objective of this course will be to offer keys for a better understanding of these tensions and their potential evolution, beyond commonly accepted stereotypes (rising China versus declining Japan). It will focus on the factors (history, ideology, competing models) of the tensions between Japan and China and their consequences on strategic balances both at the regional and global level.

The course will develop from an historical perspective towards contemporary challenges and the establishment of a new bipolarity in Asia built around the rivalry between China and Japan. It will conclude with a focus on the potential evolution of this unstable strategic dyad.

**Course Plan:**

- 1 Presentation of the course and organizational matters
  - 2 Sino-Japanese relations in perspective: a brief historical introduction (to Edo)
  - 3 Asymmetry reversed : Sino-Japanese relations from Meiji to 1945
  - 4 Establishment of new ties: Sino-Japanese relations during the last phase of the cold war (1970s-1980s)
  - 5 A change of paradigm: reform and opening up, the reemergence of China and growing economic integration between Japan and China
  - 6 The CCP survival strategy: ideological control from the raise of Chinese nationalism to the "China dream" and the "Japan factor"
  - 7 Raising tensions: territorial issues and historical issues and a comparison with the situation in Europe
  - 8 China's military power and Japan's new security strategy
  - 9 Consequences for the regional order : competing models of regionalization and strategy in Asia (Korean Peninsula, South-East Asia, Central Asia, India)
  - 10 Consequences for the global order 1 : the US-Japan-China triangle
  - 11 Consequences for the global order 2 : The Russia-Japan-China triangle
  - 12 China and Japan as global actors (United nations, role in Africa and Latin America)
  - 13 "Cool Japan" versus "Confucius Institute" : Two competing models of soft power
- Other Perspectives for the future

Presentation of the papers

**Method of Evaluation:**

Participation in class: 60 %

Final exam: 40 %

**Textbooks:**

There is no textbooks. Students are required to regularly go online to consult the following websites :

[www.japantimes.co.jp](http://www.japantimes.co.jp), [www.asiatimes.com](http://www.asiatimes.com), [www.bbcworld.com](http://www.bbcworld.com),  
[www.globaltimes.cn](http://www.globaltimes.cn), [www.en.people.cn](http://www.en.people.cn), [www.isdp.eu](http://www.isdp.eu) (On Sino-Japanese relations)

**Reference Books:**

Daniel Cohen, *Retracing the Triangle : China's Perception of Japan in the Post Cold War Era*, Baltimore, University of Maryland Press, 2005

Joshua Fogel, *The Cultural Dimension of Sino-Japanese Relations*, New York, M.E. Sharp, 1995

Valérie Niquet, *Chine-Japon, l'affrontement*, Perrin, 2006

Daniel Shambaugh, Michael Yahuda, *The International Relations of Asia*, Lanham, Rowan and Littlefield, 2014

Niklas Swanström, Kokubun Ryosei ed., *"Sino-Japan relations : Rivals and Partners in regional Cooperation*, Singapore, Hackensack, 2013

Ashley Tellis et al eds, *Strategic Asia 2014-2015*, NBR, 2014

Yang Daqing ed., *"Towards a History Beyond Borders : Contemptuous Issues in Sino-Japanese relations"*, Cambridge Mass., Harvard University Asia Center, 2012

**Lecturer's Comments to Students:**

Students must attend all classes unless they have a valid excuse. Students are required to be actively interested in the course and prepare for questions and debate in class.

**Questions/Comments:**

While the course is online, PPT with my comments will be sent to the students.

There will be one final exam under the form of sending me a short essay on one subject decided by the student in coordination with the professor.

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SOCIOLOGY OF EDUCATION 2 credits (Spring)

教育社会学 2 単位 (春学期)

Focus on Globalization and Development of Education in Asia

DAWSON, WALTER

ドーソン, ウォルター

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**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This seminar course will focus on globalization and development of education and the effect that globalization and development have on societies and education systems in Asia. Students will learn about the roles and activities of agencies such as the UN, the World Bank, JICA, and grassroots NGOs and their impact on education in the developed and developing countries of East and Southeast Asia.

**Course Plan:**

- 1 Introduction to Comparative Sociology of Education and International Educational Development (IED)
- 2 Sociological Theory on Globalization of Education
- 3 Colonial Education in Asia: Taiwan and the Philippines
- 4 Education, Economics and Human Capital Theory
- 5 Education, Political Science and International Organizations
- 6 The World Bank and Education
- 7 Bilateral Aid, JICA and Education
- 8 NGOs and Education in Cambodia
- 9 Debate: Funding International Organizations vs. Grassroots NGOs
- 10 Shadow Education (Private Tutoring) in Japan, South Korea and Cambodia
- 11 Comparing Bilateral Aid Agencies: China, Japan, and South Korea
- 12 Future Issues for Education in Asia
- 13 Final Presentations and Course Summary

Other A debate will be held in class session 10 and students will write their Debate Reflection Paper about that debate topic.

**Method of Evaluation:**

Participation-25%

Midterm Essay-25%

Presentation of Final Paper-25%

Final Paper-25%

**Textbooks:**

The materials listed below will be uploaded to a Google Drive for the course:

1. Syllabus
2. Readings (pdf file format)
3. Lecture Presentation Files
4. Assignment Instructions

**Lecturer's Comments to Students:**

1. This course will be conducted in English but whenever necessary the instructor can assist and advise students in Japanese.
2. Students will read pdf readings and watch pre-recorded course lectures on Youtube before each class.
3. The live Zoom class will be a time to discuss the lectures and readings.
4. Assignments will be submitted to the instructor by email. Feedback will be returned by email.

**Questions/Comments:**

Please feel free to email the instructor at any time (dawson@icu.ac.jp).

Zoom meetings can be scheduled if students need advice or guidance.

Accommodations will be made for the English level of the students to ensure that all students feel comfortable taking this class.

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SURVIVAL JAPANESE: INTRODUCTION TO THE JAPANESE LANGUAGE 1 credit(Spring)

Survival Japanese: Introduction to the Japanese language 1単位(春学期)

OKUGAWA, IKUKO  
奥川 育子

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**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course is designed for students with no or little knowledge of Japanese. The goal of this course is to develop four basic skills—speaking, listening, reading, and writing—with a focus on situations encountered in daily life. Upon successful completion of the course, students will be able to carry out basic linguistic tasks such as introducing themselves, ordering food in a restaurant, asking the time, talking about their schedules, and reading hiragana and katakana.

**Course Plan:**

- 1 Introduction, Unit 1 Nice to meet you
- 2 Unit 2 What is this?
- 3 Unit 3 What time is it?
- 4 Unit 4 Shopping strategies
- 5 Unit 5 I am going to Okinawa
- 6 Unit 6 Using telephone strategies
- 7 Unit 7 Thank you for the meal
- 8 Unit 8 My perfect Sunday
- 9 Unit 9 That's nice!
- 10 Unit 10 How was it?
- 11 Unit 11 Calling in sick
- 12 Unit 12 My hometown
- 13 Speech, Final exam

Other Final review

**Method of Evaluation:**

Attendance (15%); Participation (15%); Assignments (20%); Quizzes (20%); Speech (10%); Final Examination (20%)

**Textbooks:**

『Nihongo Daijobu! きょうから話せる! にほんごだいじょうぶ』(The Japan Times)

**Lecturer's Comments to Students:**

The number of students in the course is capped at 25. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

**\*All the students wishing to register for this course must fill out a statement of interest by 16:00, Monday, April 5th (JST), at this address, <https://forms.gle/pQmoNBAkuSZdgCcVA> and obtain permission from the instructor. Registration without permission will be deleted.**

\*Teaching Mode: Synchronous

If you have any questions, please feel free to contact me by e-mail at [iokugawa@keio.jp](mailto:iokugawa@keio.jp)



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THE SUPREME COURT OF JAPAN: STRUCTURE,  
FUNCTION, CASE LAW 2 credits (Spring)

最高裁判所一構造、機能、判例 2単位(春学期)

The Supreme Court of Japan: Structure, Function, Case Law

ORTOLANI, ANDREA

オルトラニー, アンドレア

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**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course will focus on the Supreme Court of Japan.

The first lessons will present the origin, the structure and the functions of the Supreme Court.

The second part of the course will present the role it plays in the Japanese legal system, and will provide an overview of the most important cases it decided.

Depending on the participants' interests and on the circumstances related to the Covid-19 pandemic, one lesson might consist in a field trip to the Supreme Court of Japan.

**Course Plan:**

- 1 Introduction to the course.  
Judicial review in Japan.
- 2 Provisions on the courts and on the Supreme Court.
- 3 Provisions on the courts and on the Supreme Court.
- 4 The judges of the Supreme Court; administrative staff.
- 5 The judges of the Supreme Court; administrative staff.
- 6 Administrative functions and judicial independence.
- 7 Administrative functions and judicial independence.
- 8 The role of precedents at the Supreme Court. Case law on art. 9.
- 9 The role of precedents at the Supreme Court. Case law on art. 9.
- 10 Case law on State and religion.
- 11 Case law on State and religion.
- 12 Case law on human and civil rights.
- 13 Case law on human and civil rights.

Other Visit to the Supreme Court and/or to the Ministry of Justice.

**Method of Evaluation:**

Attendance and participation (50%), micro-exams (take-home exams, 50%).

Details about the evaluation standards will be given in lesson 1, taking into consideration also how this course will be taught (all online, on-demand, online live classes or live classes in the classroom).

**Textbooks:**

There is no mandatory textbook.

All reading materials will be provided by the instructor through the Class support system.

**Reference Books:**

Shigenori Matsui, *The Constitution of Japan: A Contextual Analysis*, Hart Publishing, 2011.

Hiroshi Itoh, *The Supreme Court and benign elite democracy in Japan*, Ashgate Publishing, 2010.

"Decision Making on the Japanese Supreme Court", 88 *Wash. U. L. Rev.* 1365-1780 (2011) (Symposium issue of the Washington University Law Review)

**Lecturer's Comments to Students:**

All classes and all readings will be in English. Some optional readings may be in other languages.

A background in law is not a condition for attending the classes, but participants should have a basic knowledge of modern Japanese constitutional history (please refer to the reference books).

Feedback on assignments will be provided during office hours or via email.

Workload for the course will consist in reading about 30 pages per week and in 1 or 2 micro-exams (take-home exams).

**Questions/Comments:**

Students can contact the instructor at the end of the class or by email (details will be given during the class).