
SOCIOLINGUISTIC ISSUES AND MODERN JAPANESE

2 credits (Spring)

社会言語学の諸問題と現代日本語 2単位(春学期)

SOCIOLINGUISTIC ISSUES AND MODERN JAPANESE

2 credits (Fall)

社会言語学の諸問題と現代日本語 2単位(秋学期)

Project Assistant Professor SUZUKI, RIE
特任講師 鈴木 理恵**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

Whatever language we use, how we speak and write to others will reveal many aspects of ourselves, such as what we are, how we see a situation we are in, and how we treat others, etc. In this course, you will observe and discuss various aspects of Japanese language usage in relation to culture and society. By doing this in comparison to language usage seen in different cultures and societies and writing a final paper on one phenomenon describing Japanese language usage, you will explore what Japanese people living in this contemporary society are actually doing through their communicative practice.

Course Plan:

- 1 Introduction
- 2 The scope of Sociolinguistics
- 3 Standard language and dialect
- 4 Language and gender
- 5 Language and age
- 6 Language and register
- 7 Language and politeness
- 8 Language and conversation
- 9 Multilingualism
- 10 Linguistic landscapes
- 11 Preparation for your final paper
- 12 Preparation for your final paper
- 13 Presentation Day

Other None

Method of Evaluation:

1. Attendance (15%)
2. Participation (30%)
3. Presentation (20%)
4. Final paper (35%)

Textbooks:

Materials will be provided in class.

Reference Books:

- Coulmas, F. (2013). *Sociolinguistics: The study of speakers' choices*. 2nd edition. Cambridge: Cambridge University Press.
- Coupland, N. and Adam Jaworski, A. (1997). *Sociolinguistics: A Reader and Coursebook*. (Palgrave Modern Linguistics). New York: Palgrave.
- Wardhaugh, R. and Fuller, J. M. (2014). *An Introduction to Sociolinguistics* (Blackwell Textbooks in Linguistics). 7th edition.

Lecturer's Comments to Students:

- This course is designed both for international students and for local students. You will be expected to actively exchange opinions and views with your classmates.
- Relatively high proficiency (above intermediate level) in Japanese would be required for discussing covered issues.
- **The number of students for this course is limited to 16. If the number of students who attend the first class and still wish to register for the course exceeds 16, a selection among those will be made by the instructor. Students cannot register for this course without permission.**

JAPANESE LINGUISTICS IN SOCIOCULTURAL CONTEXT

2 credits (Spring)

社会文化的文脈における日本語学 2単位(春学期)

JAPANESE LINGUISTICS IN SOCIOCULTURAL CONTEXT

2 credits (Fall)

社会文化的文脈における日本語学 2単位(秋学期)

Project Assistant Professor OKUGAWA, IKUKO
特任講師 奥川 育子**Course Description/Objectives/Teaching Method/Intended Learning Outcome:**

This course is an introduction to Japanese linguistics in sociocultural context. It will be of interest to international students who are interested in the sociocultural aspects of the language, as well as to native speakers of Japanese who aim to research Japanese linguistics or to teach Japanese as a second language. The course covers a wide range of theoretical and empirical perspectives and many examples of each phenomenon. Classes will consist of lectures, discussions, presentations, and a final paper.

Course Plan:

- 1 Introduction
- 2 Language and Culture
- 3 Language and Culture
- 4 Ellipsis
- 5 Ellipsis
- 6 Transitives
- 7 Transitives
- 8 States vs Actions
- 9 States vs Actions
- 10 States vs Actions
- 11 Pragmatics
- 12 Research Presentations
- 13 Quiz, Final review

Other Final paper

Method of Evaluation:

Attendance (20%); Participation (20%); Study Guide (10%); Quiz (10%); Research presentations (20%); Final report (20%)

Textbooks:

Textbooks and materials will be provided in class.

Reference Books:

- A list of references will be provided in class.
- Hinds, Iwasaki, and Maynard (Eds.) (1987) *Perspectives on Topicalization: The Case of Japanese Wa*. Typological Studies in Language 14. Amsterdam: John Benjamins.
 - Horie and Sato (Eds.) (2001) *Cognitive-Functional Linguistics in an East Asian Context*. Kuroshio Publishers.
 - Ikegami, Eschbach-Szaabo, and Wlodarczyk (Eds.) (2007) *Japanese Linguistics: European Chapter*. Kuroshio Publishers.
 - Szatrowski (Ed.) (2004) *Hidden and Open Conflict in Japanese Conversational Interaction*. Kuroshio Publishers.
 - Szatrowski (Ed.) (2010) *Storytelling across Japanese Conversational Genre*. Amsterdam: John Benjamins.

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.

The number of students in the course is capped at 20. Attendance at the first session is mandatory. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

If you have any questions, please feel free to contact me by e-mail at iokugawa@keio.jp

***All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.**

CULTURAL PRESUPPOSITIONS IN JAPANESE COMMUNICATION 2 credits(Spring)

日本語コミュニケーションにおける文化的前提 2単位
(春学期)

CULTURAL PRESUPPOSITIONS IN JAPANESE COMMUNICATION 2 credits(Fall)

日本語コミュニケーションにおける文化的前提 2単位
(秋学期)

Project Assistant Professor SUZUKI, RIE
特任講師 鈴木 理恵

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

To communicate well with others, especially in cross-cultural settings, it is crucial to have a good vocabulary and grammatical knowledge of the language used there, but this is not enough. We still misunderstand each other unless we correctly understand what they mean through their speech, which is sometimes not so easy. This course thus aims to explore Japanese everyday interaction from various socio-cultural aspects that may affect speakers' ways of interacting with others. By analyzing it in detail, comparing it to practices in other languages, and sharing experiences and opinions with classmates, you will gain more insight into how people select their words and expressions and thereby perform social actions. You will see socio-cultural phenomena of Japanese communication from a wider perspective, while observing and analysing your own language use and its possible impacts on others.

Course Plan:

- 1 Introduction
- 2 Communicating with others; communicating across cultures
- 3 Aspect 1: Self and others
- 4 Aspect 2: Age, experience and professional expertise
- 5 Aspect 3: Intimacy and distance
- 6 Aspect 4: Public and private settings
- 7 Aspect 5: Communication style
- 8 Discussion day
- 9 Language and behavior 1: Inviting someone and being invited
- 10 Language and behavior 2: Making and receiving requests
- 11 Language and behavior 3: Giving and receiving positive/negative evaluations
- 12 Preparing for your presentation and final report
- 13 Presentation Day

Other None

Method of Evaluation:

1. Attendance (15%)
2. Participation (20%)
3. Assignment (20%)
4. Mini presentation (10%)
5. Final report (35%)

Textbooks:

Materials will be provided in class.

Reference Books:

Recommended readings will be provided in class.

Lecturer's Comments to Students:

- This course is designed both for international students and for local students. You will be expected to actively participate in class discussions, sharing experiences and exchanging opinions with your classmates.
- Japanese proficiency is not a requirement, but students should be greatly interested in Japanese culture and communication.
- **The number of students for this course is limited to 30. If the number of students who attend the first class and still wish to register for the course exceeds 30, a selection among those will be made by the instructor.**

ENCOUNTERS WITH THE OTHER IN MODERN JAPANESE SHORT FICTION 2 credits(Fall)

近・現代日本の短編小説における他者との出会い 2単位
(秋学期)

Comparative Readings

Professor, Faculty of Law RAESIDE, JAMES M.
法学部教授 レイサイド, ジェイムス M.

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

The aim of this course is to examine Japanese short fiction in the modern period, by focussing on those texts containing encounters between representatives of Japan and what lies beyond its shores. These encounters are not confined to travel fiction, or to meetings between individuals, but also may include a "meeting of minds" when the protagonist or the text itself can be seen to have engaged with something from beyond Japan.

All texts will be discussed on the basis of their English-language translations and the language of discussion will be English. However, the original Japanese texts will also be made available and native speakers of Japanese are particularly encouraged to use their knowledge of the original language to contribute to the discussion. In any case, it is imperative to the functioning of the class that all participants make time to read the stories beforehand, and be prepared to talk about them in detail. Only those who have made this effort will be able to participate usefully in the discussion.

Class size will be limited to a maximum of thirty.

Course Plan:

- 1 Orientation, class selection.
 - 2 Mori Ogai "The Dancing Girl" (「舞姫」森鷗外著)
 - 3 Natsume Soseki "The Tower of London" (「ロンドン塔」夏目漱石著)
 - 4 Akutagawa Ryunosuke "The Faint Smiles of the Gods" (「神々の微笑」芥川龍之介著)
 - 5 Nagai Kafu "American Stories" (『アメリカ物語』永井荷風著)
 - 6 Tanizaki Junichiro "Aguri" (「青い花」谷崎潤一郎著)
 - 7 Oe Kenzaburo "Prize Stock"/"The Catch" (「飼育」大江健三郎著)
 - 8 Kojima Nobuo "The American School" (「アメリカン・スクール」小島信夫著)
 - 9 Endo Shusaku "A Summer in Rouen" (「ルーアンの夏」遠藤周作著)
 - 10 Mishima Yukio "Thermos Bottles" (「魔法瓶」三島由紀夫著)
 - 11 Nosaka Akiyuki "American Hijiki"/"American Alga" (「アメリカひじき」野坂昭如著)
 - 12 Oshiro Tatsuhiro "The Cocktail Party" (「カクテル・パーティー」大城立裕著)
 - 13 Murakami Haruki "Tony Takitani" (「トニー滝谷」村上春樹著)
- Other Academic report. Prior study of all texts

Method of Evaluation:

Class Participation: I shall be keeping note of how often you attend and how often you make contributions to the class discussion (50%)

Plus Either

A Final Report (3,000-4000 words) (50%)

• This should conform to normal academic standards, including a list of works cited and consulted and showing evidence of independent research.
Or B Three short papers (1,000-1200 words each). (50%)

• Those who choose option B must submit one of the papers by the middle of the semester (final deadline to be announced during class).
Failure to submit the first paper by the mid-semester deadline will mean automatic reversion to option A.

Textbooks:

Pdf files of the relevant texts will be made available via the Keio University website to those registered for the course.

Reference Books:

Gessel Van C. Matsumoto Tomone eds., The Showa Anthology: Modern Japanese Short Stories, Kodansha International: Tokyo and New York, 1989

Goossen, Theodore W. ed. The Oxford Book of Japanese Short Stories. O.U.P: Oxford, New York, 2010[1997].

Hibbett, Howard ed. *Contemporary Japanese Literature: An anthology of Fiction, Film and Other Writing Since 1945*, Cheng and Tsui: Boston 2005[1997].

Morris Ivan, ed. *Modern Japanese Short Stories; An Anthology*. Rutland Vermont: Tuttle, Tokyo, 1962.

Rimer Thomas J, Gessel Van C.eds *The Columbia Anthology of Modern Japanese Literature: From Restoration to Occupation, 1868-1945 (Modern Asian Literature Series)* Columbia University Press: 2005.

Lecturer's Comments to Students:

As will be evident, the texts will be read in roughly chronological order. The list above may be subject some alteration, and I will be happy to consider substituting texts suggested by students, where appropriate. Please take to heart the final comments in the course description regarding the need to read texts in advance. Half the assessment is based on class participation, therefore failure to contribute to class discussion on a regular basis will critically endanger your grade. As noted above, you will not be able to take part usefully in the discussion if you do not read the texts.

Questions/Comments:

jareside@keio.jp

JAPANESE APPLIED LINGUISTICS 2 credits (Fall)

日本語応用言語学 2 単位 (秋学期)

Project Assistant Professor OKUGAWA, IKUKO
特任講師 奥川 育子

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

This course introduces the theory and practice of applied linguistics, particularly in the context of Japanese as a second language (JSL). We will address significant issues in learning and teaching Japanese using key concepts of applied linguistics, analyzing the characteristics of Japanese from cognitive-functional linguistic and sociolinguistic perspectives. In addition, this course covers essential syntax, semantics, and pragmatics of basic Japanese grammatical patterns that are introduced in beginner's Japanese classes. Students are expected to take an active role in the presentation and discussion of articles and data. This course will be particularly useful to those who are planning to teach Japanese to beginners. Classes will consist of lectures, discussions, presentations, and a final exam.

Course Plan:

- 1 Introduction
 - 2 Studies of L2 Japanese learners: The acquisition of benefactive auxiliary verbs (*V-te kureru, V-te morau, V-te ageru*)
 - 3 Textbook analysis: Benefactive auxiliary verbs (*V-te kureru, V-te morau, V-te ageru*)
 - 4 Studies of L2 Japanese learners: The acquisition of motion verbs and imperfective verbs (*Iku, Kuru, V-teiru*)
 - 5 Textbook analysis: Imperfective verbs (*V-teiru*)
 - 6 Studies of L2 Japanese learners: The acquisition of *NI* and *DE*
 - 7 Textbook analysis: *NI* and *DE*
 - 8 Studies of L2 Japanese learners: The acquisition of noun modifying clauses
 - 9 Textbook analysis: Noun modifying clauses
 - 10 Studies of L2 Japanese learners: The acquisition of transitive and intransitive verbs
 - 11 Textbook analysis: Transitive and intransitive verbs
 - 12 Individual Presentations
 - 13 Final Exam
- Other Reflection and Final Review

Method of Evaluation:

Attendance (20%); Participation (20%); Assignments (20%); Research presentations (20%); Final exam (20%)

Textbooks:

Readings and other learning materials will be provided in class.

Reference Books:

A list of references will be provided in class.

- Benati, Alessandro G. (2009) *Japanese Language Teaching: A Communicative Approach*. Continuum.

- Masuda, K. (Ed.) (2018) *Cognitive Linguistics and Japanese Pedagogy: A Usage-based Approach to Language Learning and Instruction*. De Gruyter Mouton.

- Mori and Ohta (Eds.) (2013) *Japanese Applied Linguistics: Discourse and Social Perspective*. Bloomsbury.

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. Students need to know basic linguistic terms, and to be proficient in Japanese to be able to comprehend and create teaching materials.

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

If you have any questions, please feel free to contact me by e-mail at iokugawa@keio.jp.

***All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.**

THE INNER WORLD OF THE NOH 2 credits (Spring)

古典芸能の内面性 2 単位 (春学期)

THE INNER WORLD OF THE NOH 2 credits (Fall)

古典芸能の内面性 2 単位 (秋学期)

the influence of esoteric concepts on the classical drama of Japan, as evidenced through an analysis of the choreographic manuals of the Umewaka family

Lecturer UMEWAKA, NAOHIKO
講師 梅若 猶彦

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

My doctoral thesis has attempted to define the concept of movement in the Noh theatre, through analyzing the katazuke (choreographic manual).

Some movements are governed by certain transcendent elements, a significant number of which, conceived by Zeami and Zenchiku, were latterly developed further by subsequent Noh masters to be formalized and incorporated into the katazuke. However, the fact that the most of

Zeami's treatises only came to light during the early 20th century may prompt some to argue that, since the Noh seems to have fared well without them during the long meanwhile, their influence can hardly have been much. Upon looking at the katazuke, however, it soon transpires that some of the concepts in the treatises, as arcane as they seems, coincide with aspects of the choreography to a remarkable degree.

Whilst it is easy enough to trace some choreographic movements back to the treatises and a few others to older courtly, folkloric or religious sources, there are many movements included in the katazuke which are almost impossible to attribute to any particular source. For example, one may find a single choreographic movement in the katazuke which, formed from the combination of two different types of movement from varying backgrounds, can become very difficult to take apart again and trace back.

Moreover, when performed on stage, movements with transcendent connotations can reflect a slightly different mood or spirit according to the performer. In other words, the same movement might convey intensity, brilliance, vagueness, grace or, if the players skill is inadequate, even something rough or superficial. So, whether the gesture is abstract (i.e. "inner") and its meaning difficult to interpret or relatively straightforward, minor variations in its performance do exist.

Course Plan:

- 1 Various meditative inner control in traditional performing arts
- 2 Meditation in Martial Arts
- 3 A brief history of Noh I
- 4 A brief history of Noh II
- 5 Zeami's treatise, Kakyo I
- 6 Zeami's treatise, Kakyo II
- 7 Zeami's treatise, Kakyo III
- 8 Video analysis of Noh I

- 9 Video analysis of Noh II
 - 10 Introduction to Katazuke(choreographic manual)I
 - 11 Introduction to Katazuke(choreographic manual)II
 - 12 Introduction to Katazuke(choreographic manual)III
 - 13 Discussion
- Other Discussion

Watch traditional performing arts

Method of Evaluation:

1. Exam (20%)
2. Attendance (60%)
3. Participation (20%)
4. Other

Reference Books:

Some of the sources which will be used in this class may include the doctoral thesis of the lecturer.

INTRODUCTION TO JAPANESE CINEMA 1 2 credits

(Spring)

日本映画入門 2 単位 (春学期)

Introduction to Japanese Cinema I: Modernity and Its Discontents

Professor, Faculty of Economics AINGE, MICHAEL W.
経済学部教授 エインジ, マイケル W.

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

This course will examine Japanese cinema from the 1930s until the mid-1960s with an eye on many films' ambivalent treatment of modernity and Westernization. Needless to say, issues related to Japanese cultural history will inform our study, as themes of modernity vs. tradition--especially the challenges to traditional ideals of gender roles, patriarchy, and loyalty were challenged by Americanization, and individualism--are treated in multiple films. The syllabus includes works by some major directors such as Ozu, Kurosawa, Mizoguchi and Oshima, and from genres such as 'shomingeki' and the Japanese New Wave. Students should come to appreciate how similar themes found expression across multiple genres. Additionally, students will learn/review some critical and technical concepts necessary to discuss film intelligently. They will be given tools to move beyond declarations of personal taste and facile judgments ("I liked/hated this film," or "It was boring."), and to form critical evaluations based on description, interpretation and careful analysis.

Course Plan:

- 1 Introduction. Granting of Permission to Enroll (see INSTRUCTOR'S COMMENTS below)
- 2 Review of technical film analysis, and discussion of I WAS BORN BUT... (生まれてはみたけれど)(1932, 100 mins) by OZU Yasujiro
- 3 Discussion of SISTERS OF THE GION (祇園の姉妹)(1936, 96 mins) by MIZOGUCHI Kenji
- 4 Discussion of NO REGRETS FOR OUR YOUTH (わが青春に悔なし)(1946, 110 mins) by KUROSAWA Akira
- 5 Discussion of MISS OYU (お遊さま)(1951, 95 mins) by MIZOGUCHI
- 6 Discussion of TOKYO STORY (東京物語)(1953, 118 mins) by OZU
- 7 Discussion of UGETSU (雨月物語)(1953, 96 mins) by MIZOGUCHI
- 8 Discussion of FLOATING CLOUDS (浮雲)(1955, 122 mins) by NARUSE Mikio
- 9 Discussion of GIANTS AND TOYS (巨人と玩具)(1958, 95 mins) by MASUMURA Yasuzo
- 10 Discussion of WHEN A WOMAN ASCENDS THE STAIRS (女が階段を上る時)(1960, 111 mins) by NARUSE
- 11 Discussion of THE HUMAN CONDITION, pt. 1 (人間の条件)(1959, 208 mins) by KOBAYASHI Masaki
- 12 Discussion of HARA-KIRI (切腹)(1962, 133 mins) by KOBAYASHI
- 13 Discussion of THE INSECT WOMAN (こっぼん昆虫記)(1963, 123 mins) by IMAMURA Shohei

Other Review and paper conferences.

Method of Evaluation:

1. Final paper: 25%
2. In-class presentation & discussion leading: 20%

3. Participation in discussions: 30%

4. Film-viewing journal: 25%

Textbooks:

Assigned films will be available for borrowing with English subtitles, and must be viewed outside of class, beforehand. Class time will be devoted mostly to presentations and seminar-style discussions. Readings from various sources--e.g., basic film studies, readings in Japanese film history and cultural history, analyses of individual films or filmmakers--will be available online. All will be in English, though often translated from Japanese or other European languages.

Lecturer's Comments to Students:

VERY IMPORTANT

CLASS SIZE IS LIMITED TO APPROXIMATELY 30 STUDENTS. My permission is required to register; ATTENDANCE at the first session on APRIL 8 is MANDATORY for receiving permission to enroll. IF MORE THAN 30 STUDENTS ATTEND THE FIRST CLASS AND WISH TO REGISTER, A LOTTERY WILL BE DRAWN, and only those granted permission that day will be allowed to register.

Questions/Comments:

Contact me with questions or comments (mwainge/at/gmail_dot_com).

INTRODUCTION TO JAPANESE ART HISTORY 2 credits

(Spring)

日本美術史入門 2 単位 (春学期)

Introduction to Japanese Art History

Lecturer SHIRAHARA, YUKIKO

講師 白原 由起子

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

This course surveys history of Japanese art from the sixth to the 20th centuries (from ancient to recent times). By taking up different topics at each session, the course aims to explore how concepts, materials and techniques, and visual images introduced from the continent, have been uniquely transformed and developed in Japan to become Japanese art.

Each class focuses on selected Japanese artworks under the each theme, explains their meaning, expression, technique, and aesthetic characteristics, provides useful knowledge for appreciating diversity of Japanese art.

A field trip program, called "viewing class" held at museums, is essential of the course in order to look at real Japanese artwork. The program should be executed probably three times (or more) through the course. Due to the exhibition theme and its schedule, course plan may be shifted or changed. Details are announced at the class.

Based on the experience through the viewing class mentioned above, discussion or presentation may be requested in the class.

Course Plan:

- 1 Introduction: History and culture of Japan in the Far Eastern Asia. Ancient Buddhist art, from India to Japan through Silk Road. Registration of the course.
- 2 How to look at Japanese Buddhist art; Iconographical study on Buddhist image.
- 3 Materials and techniques of Japanese painting, sculpture and decorative artwork.
- 4 Formats of Japanese painting; hanging scroll, *emaki* handscroll and *byōbu* screen.
- 5 Relationship between visual image and literature. Boundary between fine art and decorative art.
- 6 Diversity of Japanese art: Viewing class at Tokyo National Museum.
- 7 Student presentation and discussion.
- 8 Japanese Worship; *Shinbutsu-shugo* or Kami-Buddha combination concept / imagery of heaven and hell / material benefit gained in this world
- 9 Japanese theatrical art; *Noh* mask and costume
Art of tea; Combination of artwork for "a once-in-a-life time chance" tea gathering
- 10 Viewing class.
- 11 Monochrome and polychrome painting; Kano-school painting and ukiyo-e print.

- 12 Viewing class.
 13 Presentation and discussion.
 Other Source of Japanese animation: ijidozu-ho technique and emaki format.
 Characteristics of Japanese art.

Method of Evaluation:

1. Final paper: 50%
2. Presentation and discussion leading: 20%
3. Attendance of class and viewing class: 30%

Textbooks:

No text book for the course.

Reference Books:

Reference materials will be announced or distributed at the class.

Lecturer's Comments to Students:

For the students those who wish to register for this course must attend the first class. If the number of students exceeds more than 40, selection will be held by lottery in the first class. Registration without lecturer's permission will be delayed.

Students must bring their own paper notebook (not an electric tool) and some writing tool to the class and the viewing class. PowerPoint contents are visible only at the class.

For participating in the viewing class, admission fee of the museums and transportation cost (of train or subway) should be paid by each student (except the admission fee of Tokyo National Museum).

Regular attendance, positive attitude at presentation and discussion are expected.

A report (which should be related to the experience of the viewing class) is requested as the final paper.

ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN 2 credits (Spring)

日本における芸術と文化／アートワークショップ 2 単位 (春学期)

ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN 2 credits (Fall)

日本における芸術と文化／アートワークショップ 2 単位 (秋学期)

"ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN"

Lecturer HISHIYAMA, YUKO
 講師 菱山 裕子

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

This course is designed to provide both international and Japanese students who are interested in art. The goal of this workshop is to give students a firm grounding in cultural, social, historical, and practical aspects of art in contemporary Japan. Students in this course will engage in diverse activities both in and outside of class within this multicultural student body. The activities include workshops, field trips, and research. It is from comparative culture or intercultural communication perspectives with student-centered learning experience of Japanese art. The syllabus is subject to change at the discretion of the instructor; changes will be announced in class.

Course Plan:

- 1 Introduction.
 - Japanese handicrafts 1
 - Traditional technique of Japanese handicraft. Understanding of craftsmanship.
- 2 Japanese handicrafts 2
 - Workshop.
 - Traditional technique of Japanese handicrafts. Understanding of craftsmanship.
 - Experience of traditional handicrafts.
- 3 "Self-portrait" 1
 - Studio work.
 - Drawing, Painting, Photo, Illustration, Computer Graphics, etc.

Students will express themselves on a sheet of paper. After accumulating various experiences in Japan, in their own countries and others. Construct it in their own way. Students are encouraged to emphasize originality in their work.

Presentation after the completion of the work.

- 4 "Self-portrait" 2
 - Studio work.
 - Students will express themselves on a sheet of paper. After accumulating various experiences in Japan, in their own countries and others. Construct it in their own way. Students are encouraged to emphasize originality in their work.
 - Presentation after the completion of the work done.
- 5 Culture in Japan 1
 - Small trip to Shitamachi area. Research and sketch/photo shooting. Research of townscape. Architecture. Garden. Shop sign/designs. Advertisements. Making a collage and a story with recorded photo images/sketches.
- 6 Culture in Japan 2
 - Small trip to Shitamachi area. Research and sketch/photo shooting. Research of craft, arts, food and fashion. Visiting artists' studio or exhibition, and discussion with artists. Research on a Japanese fashion style. Making a collage and a story with recorded photo images/sketches.
 - Research trip might be held outside of class hours.
- 7 Japanese Traditional Performing Arts 1
 - Lecture and workshop.
 - Studying about Japanese classical theater art.
- 8 Japanese Traditional Performing Arts 2
 - Lecture and workshop.
 - Studying about Japanese classical theater art. Might visit to related facilities outside of class hours.
- 9 Architecture, Design and Contemporary Art in Japan 1
 - Students study a Japanese architecture and his works. Research and understanding of designs in Japan. Visiting museums in class hours.
- 10 Architecture, Design and Contemporary Art in Japan 2
 - Students study a Japanese design and Contemporary Art. Research and understanding of designs in Japan. Visiting museums in class hours.
- 11 Today's Performing Arts in Japan 1
 - Workshop.
 - Studying about stage art, costume design, sound design, performance.
- 12 Hand Lettering, poster designs and typography inspiration.
 - Studio work.
 - Illustrations, Manga, Character Design. Flier/poster design for student art exhibition.
- 13 "Student Art Exhibition"
 - Curate an Art Show. Presentation of students' art works and Wrap-up. Discussion. Critique.

Other Coursework and Assignments

Method of Evaluation:

平常点：出席状況および授業態度による評価 Attendance & Class Participation

レポートによる評価 Writing Assignments, volunteer activities

その他 Other : art projects, presentations...and so on

Textbooks:

There will be no textbook for this class.

Reading assignments will be given as handouts.

Reference Books:

Recommended readings will be provided by the lecture.

INTRODUCTION TO JAPANESE CINEMA 2 2 credits (Fall)
日本映画入門2 2単位(秋学期)

Introduction to Japanese Cinema 2: Alienation, Marginalization, and Identity in films since the 1960s--Crisis and Recovery

Professor, Faculty of Economics AINGE, MICHAEL W.
経済学部教授 エインジ, マイケル W.

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

This course will examine developments in Japanese cinema since the 1960s, with a focus on topics such as ambivalence toward technology, modernity and globalization; the re-definition of individual identity and happiness in a highly affluent and atomized society, and the increasingly open depiction of minorities. Needless to say, issues related to Japanese cultural history will inform our study, as themes of modernity vs. tradition, alienation and the search for identity are treated in the films. The syllabus includes films by some major directors such as Koreeda and Itami, and from genres such as cyberpunk, family drama, social problem and generic-hybrid films. Students should come to appreciate how similar themes have found expression across multiple genres. Additionally, students will learn some basic critical and technical concepts necessary to discuss film intelligently. They will be given tools to move beyond declarations of personal taste and facile judgments ("I liked/hated this film," or "It was boring."), and to form critical evaluations based on description, interpretation and careful analysis.

Course Plan:

- 1 Introduction. Granting of Permission to Enroll (see INSTRUCTOR'S COMMENTS below)
- 2 Review of film analysis: WOMAN IN THE DUNES (砂の女)(1964, 108 mins.) by TESHIGAHARA Hiroshi
- 3 Discussion of THE CEREMONY(儀式)(1971, 123 mins) by OSHIMA Nagisa
- 4 Discussion of THE FAMILY GAME(家族ゲーム)(1983, 107 mins) by MORITA Yoshimitsu
- 5 Discussion of TAMPOPO (タンポポ)(1985, 114 mins) by ITAMI Juzo
- 6 Discussion of THE EMPEROR'S NAKED ARMY MARCHES ON (ゆきゆきて、神軍！)(1987, 122 mins) by HARA Kazuo
- 7 Discussion of SHARA (沙羅双樹)(2003, 110 mins) by KAWASE Naomi
- 8 Discussion of ADRIFT IN TOKYO (転々)(2007, 111 mins) by MIKI Satosh
- 9 iDiscussion of ALL AROUND US(ぐるりのこと。)(2008 140 mins) by HASHIGUCHI Ryosuke
- 10 Discussion of STILL WALKING (歩いてても、歩いてても)(2008, 115 mins) by KOREEDA Hirokazu
- 11 Discussion of 100-YEN LOVE (百円の恋)(2014, 113 mins) by TAKE Masaharu
- 12 Discussion of SIDE JOB (彼女の人生は間違いじゃない)(2016, 120 mins) by HIROKI Ryuichi
- 13 Discussion of SHOPLIFTERS (万引き家族)(2018, 121 mins) by KOREEDA

Other Review and paper conferences.

Method of Evaluation:

1. Final paper: 25%
2. In-class presentation & discussion leading: 20%
3. Participation in discussions: 30%
4. Film-viewing journal: 25%

Textbooks:

Assigned films will be available for borrowing with English subtitles, and must be viewed outside of class, beforehand. Class time will be devoted mostly to presentations and seminar-style discussions. Readings from various sources--e.g., basic film studies, readings in Japanese film history and cultural history, analyses of individual films or filmmakers--will be available online. All will be in English, though often translated from Japanese or other European languages.

Lecturer's Comments to Students:

VERY IMPORTANT

CLASS SIZE IS LIMITED TO 30 STUDENTS. My permission is required to register; ATTENDANCE at the first session on Sept. 23 is MANDATORY for receiving permission to enroll. If more than 30

students attend the first class and wish to register, a lottery will be drawn, and only those granted permission will be able to register.

Questions/Comments:

Contact me with questions or comments (mwainge/at/gmail_dot_com)

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)

Project Assistant Professor SUZUKI, RIE
特任講師 鈴木 理恵

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: Writing an interview guide
- 9 Designing a research project 4: Conducting a pilot study
- 10 Collecting and analyzing data 1
- 11 Collecting and analyzing data 2
- 12 Preparing for your group presentation
- 13 Presentation day: Reporting results

Other None

Method of Evaluation:

1. Attendance (15%)
2. Participation (25%)
3. Presentation (25%)
4. 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:

- The number of students for this course is limited to 16. If the number of students who attend the first class and still wish to register for the course exceeds 16, a selection will be made among those and a result notification will be given by the instructor. Students cannot register for this course without permission.

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

Project Assistant Professor SUZUKI, RIE
特任講師 鈴木 理恵

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

This course provides an opportunity to observe and analyze people's conducts and 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 research projects individually and/or in a group, 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 Research question and research method
- 5 Observation 1: Getting to know the method 1
- 6 Observation 2: Designing a research project
- 7 Observation 3: Collecting and analyzing data
- 8 Observation 4: Reporting results
- 9 Interview 1: Getting to know the method 1
- 10 Interview 2: Designing a research project
- 11 Interview 3: Collecting and analyzing data
- 12 Interview 4: Collecting and analyzing data
- 13 Interview 5: Reporting results

Other None

Method of Evaluation:

1. Attendance (15%)
2. Participation (20%)
3. Presentation (40%)
4. Final report (25%)

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:

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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

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

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

Culture has a visible side - food, clothing, architecture - and a hidden side of unconscious beliefs, values and assumptions. In this class we will explore this "cognitive programming" by comparing deep culture patterns in Japan with those of other places. We will focus on how intercultural experiences affect us at the level of the "cognitive unconscious", and do cultural comparison in key areas of deep culture. The ultimate goals of this course are for students to 1) learn about deep culture patterns in Japan and other countries, 2) gain a deeper understanding of culture's unconscious influence over us, 3) learn how get more out of our intercultural experiences, and 4) reflect on our own cultural values and assumptions. The focus is on how cultural difference is experienced, not simply how to describe it from a historical or social perspective. This class is suitable for Japanese and non-Japanese students.

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 Final exam

Independent study

Method of Evaluation:

1. Final Written Exam (40%)
2. Presentation(s) (30%)
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.

THE CULTURE OF SPORTS, HEALTH, AND LONGEVITY IN JAPAN AND OTHER COUNTRIES 2 credits (Spring)

日本と世界のスポーツ・健康・長寿の文化 2単位(春学期)

The Culture of Sports, Health, and Longevity in Japan and Other Countries

Assistant Professor, Faculty of Pharmacy KIMURA, MASAKI
薬学部専任講師 木村 真規

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

This course is designed for both international and Japanese students who are interested in the culture(s) of sports, health, and longevity in Japan and other countries. We will learn different ways of thinking about what is important to enjoy sports, to achieve good health and longevity throughout the world. The ultimate goal of this course is for students to learn how to participate in and enjoy sports, in order to become healthy and increase longevity in their own lives. The course will be provided not as a series of lectures, but as a discussion and presentation based seminar. Students will actively participate in collaborative workshops, discussions, presentations, research work, and a field trip. Please enjoy speaking with new friends, learning about different cultures, and discovering useful information from your classmates as much as possible.

Course Plan:

- 1 Introduction
 - 2 Your favorite sports
 - 3 Popular sports in your country
 - 4 Traditional sports in your country
 - 5 Unique or interesting sports in your country
 - 6 Physical activities for good health in your country
 - 7 How to play or watch your favorite sports in Japan
 - 8 How to play or watch your favorite sports in other countries
 - 9 Childhood (personal and/or popular) dreams in your country
 - 10 Please make a tour plan to attend healthy event (healthy foods, playing sports, etc.)
 - 11 "Lucky" and/or "stamina (energy sustaining)" food products for sports players in your country
 - 12 The secret of good health and/or Longevity in your country
 - 13 Life of retired people in your country
- Other Ideal life in your senior years

Coursework and Assignments

Method of Evaluation:

1. Attendance, Participation (40%)
2. Presentation (30%)
3. Assignments (30%)

Textbooks:

There will be no textbook for this class.

Handouts and assignment information will be provided by the instructor as needed.

Reference Books:

Recommended references will be provided by the instructor as needed.

Lecturer's Comments to Students:

To receive a grade for this course, students must attend 10 classes or more.

Questions/Comments:

Please contact the instructor, if you have any questions or comments: kimura-ms @ pha.keio.ac.jp

JAPANESE SOCIETY AND COMMUNICATION 2 credits (Spring)

日本社会とコミュニケーション 2単位(春学期)

Understanding Japanese Culture for Business Communication

Lecturer SHEA, DAVID
講師 シェイ デビット

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

In this course, we will try to develop knowledge of the customs and ways of thinking that influence communication in Japan, with the goal to promote successful interaction and social integration. Each week, we will read and discuss research dealing with such topics as work arrangements, leisure/play, gift giving, language politics, gender roles, the position of minorities, social hierarchies, and (not least) food. We will also talk about how customs and worldviews are shaped by nationalism and class differences. In addition, we will consider these issues from comparative angles, to better understand how similar trends are manifest in other countries as well.

The course will be conducted entirely in English, and everyone is expected to participate actively. Enrollment is open to both students from Keio and exchange students from abroad. For international students, the course will help negotiate living and working in Tokyo, while for Japanese, the class will allow fresh perspectives on the familiar. Classroom activities will include Q&A, student presentations, and seminar-style small group and whole-class discussion. There will be regular writing assignments along with a semester-final research paper, based on a chosen topic of interest.

Course Plan:

- 1 Introductions & overview of key issues/approaches
 - 2 Getting along and fitting in: Hierarchies and worldviews
 - 3 Languages of Japan: *Nihongo*, *gairaigo*, English as a *lingua franca*
 - 4 Pop culture, cool Japan: *Manga*, *anime* and brand nationalism
 - 5 Working for a living: Labor, *shushoku*, economic conditions
 - 6 Taking free-time seriously: Leisure and play
 - 7 Gendered roles: Housework and girly men
 - 8 Communication as community: Ethnic minorities
 - 9 The culture of food: Taste, aesthetics, identity
 - 10 Gift giving as social glue
 - 11 Cultural nationalism in a globalizing world
 - 12 Life on the margins: Homeless and the handicapped
 - 13 Family matters: The ties that bind
- Other Final presentations

Independent project: Reading and research

Method of Evaluation:

Evaluation will be based upon class participation and quality of course work. Attendance (which is mandatory) and participation count for 50% of the course grade. Homework and assigned essays count for 25% and the final project/presentation counts 25% as well.

Textbooks:

There will be no assigned textbook. All readings will be placed on reserve in the library, distributed to students in class, or made available online at the <keio.jp> website. In general, we will read 1-2 articles (about 20-30 pages) per week. Students will also be responsible for collecting articles associated with their individual research projects.

Reference Books:

- Bestor, V.L., Bestor, T.C. & Yamagata, A. (Eds.) (2013). *Routledge handbook of Japanese culture and society*.
- Hirata, K. & Warschauer, M. (2014). *Japan: The paradox of harmony* New Haven: Yale.
- Iwabuchi, K. (2015). *Resilient borders and cultural diversity*. London: Lexington.
- Sugimoto, Y. (Ed.) (2010). *The Cambridge companion to modern Japanese culture*.

Lecturer's Comments to Students:

This class seeks to be challenging yet interesting and possibly even fun. Students should be energetic, with a sense of creativity and curiosity, attentive and ready to express ideas in a respectful manner. Because discussion of the reading assignments is the central component of the class, everyone must do the homework and be prepared each week. Registration will be limited to 20 students (or so) to allow everyone the chance to participate. There will be a selection if the number of applicants exceeds the quota.

Questions/Comments:

Feel free to contact me by email, or speak to me before or after class. You can also make an individual appointment to talk at any time.

THE ROOTS OF JAPANESE CULTURE AS SEEN IN THEATER AND ART 2 credits (Spring)

伝統演劇と美術に見える日本文化のルーツ 2単位(春学期)

Lecturer OSHIMA, AKIRA M.
講師 大島 明・マーク

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

Although it gives the impression of continuity, Japanese culture is the product of successive waves of change and consolidation. The three most important times in this regard are the Muromachi period, the Edo period and the Meiji Restoration. This course will concentrate on the culture of the Muromachi period and its theatrical forms of noh and the comic kyogen theater and the culture of the Edo period and its theatrical forms of kabuki and Bunraku puppet theater.

Grading will be based on 2 two-page essays, and a mid-term and take-home final examination.

(At the beginning of class we will have to discuss the schedule, because some alternate and extra classes are needed.)

Course Plan:

- 1 Unit 1: Ancient Roots (Classes 1 and 2)

The introduction will look at Japanese history and culture when it emerges in writing with the ancient chronicles and clues to the nature of Japan before that in archaeology and Shinto.

In this class we will also start learning "Unohana," a piece of Kiyomoto kabuki music sung to the shamisen. This will be a way of experiencing the traditional approach to language and poetic images.

- 2 Unit 1: Ancient Roots (Classes 1 and 2)

The introduction will look at Japanese history and culture when it emerges in writing with the ancient chronicles and clues to the nature of Japan before that in archaeology and Shinto.

In this class we will also start learning "Unohana," a piece of Kiyomoto kabuki music sung to the shamisen. This will be a way of experiencing the traditional approach to language and poetic images.

- 3 Unit 2: Heian Poetry and Narrative as expressed in Art (Class 3)

Traditional theater is tied to texts and especially poetic language and images. This poetic language took definitive form in the Heian period. This class will look at waka Japanese poetry and how it grows into narratives. We will concentrate on some episodes from the "Tales of

Ise” and then the way that poetic images from stories become iconic visual motifs in art.

- 4 Unit 3: Military tales, Chinkon (Quieting Spirits) and Singing Stories (Class 4)

The political dominance of the Imperial court ended with the wars between the Genji and Heike clans and the establishment of a military government in Kamakura. Culturally it was a relatively conservative period, but saw the creation of “The Tales of the Heike,” a long ballad performed by blind musicians accompanying themselves on the Biwa lute. This class will look at some episodes from “The Tales of the Heike,” especially the story of the death of the young warrior Atsumori.

- 5 Unit 4: Synthesis in Muromachi Culture (Classes 5 - 8, Class 7: first 2-page paper due.)

The Muromachi period was a very murky and unstable period politically but it also was one of the richest periods of cultural creation in Japanese history. Many of the customs and styles of life that we think of as “Japanese” came into use in this period. The military government became established in Kyoto and all the prominent groups in Kyoto - military leaders, the imperial court and court aristocrats, the newly ascendant merchant and craftsman class - all vied together for dominance which resulted in cultural forms that brought all these influences together.

This unit will look at some of the features of Muromachi culture and then at the noh plays “Atsumori,” and “Sumidagawa.” And it will also look at the comic kyogen plays “Futari Bakama (Two in One Hakama)” and “Tsukimi Zato (The Moon Viewing Blindman).”

- 6 Unit 4: Synthesis in Muromachi Culture (Classes 5 - 8, Class 7: first 2-page paper due.)

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- 7 Unit 4: Synthesis in Muromachi Culture (Classes 5 - 8, Class 7: first 2-page paper due.)

The Muromachi period was a very murky and unstable period politically but it also was one of the richest periods of cultural creation in Japanese history. Many of the customs and styles of life that we think of as “Japanese” came into use in this period. The military government became established in Kyoto and all the prominent groups in Kyoto - military leaders, the imperial court and court aristocrats, the newly ascendant merchant and craftsman class - all vied together for dominance which resulted in cultural forms that brought all these influences together.

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- 8 Unit 4: Synthesis in Muromachi Culture (Classes 5 - 8, Class 7: first 2-page paper due.)

The Muromachi period was a very murky and unstable period politically but it also was one of the richest periods of cultural creation in Japanese history. Many of the customs and styles of life that we think of as “Japanese” came into use in this period. The military government became established in Kyoto and all the prominent groups in Kyoto - military leaders, the imperial court and court aristocrats, the newly ascendant merchant and craftsman class - all vied together for dominance which resulted in cultural forms that brought all these influences together.

This unit will look at some of the features of Muromachi culture and then at the noh plays “Atsumori,” and “Sumidagawa.” And it will also look at the comic kyogen plays “Futari Bakama (Two in One Hakama)” and “Tsukimi Zato (The Moon Viewing Blindman).”

- 9 Class 9

Mid-Term (first part of Class 9)

Unit 5: Rebuilding into Edo Culture (remainder of Class 9)

All the cultural innovations of the Muromachi period carried over into the Edo period where they became the culture of the samurai elite. But at the same time, the commoner classes created a vibrant, new urban culture of their own, which includes popular fiction, ukiyo-e pictures and the kabuki and Bunraku theaters.

- 10 This class will introduce the history and culture of the Edo period
Unit 6: Kabuki (Classes 10 and Class 11)

The kabuki theater began as a dance review and became a rich dramatic form with all male actors including men called onnagata specializing in female roles. This unit will look at the bombastic masculine acting style of aragoto and then how it combines with onnagata to form plays.

- 11 Unit 6: Kabuki (Classes 10 and Class 11)

The kabuki theater began as a dance review and became a rich dramatic form with all male actors including men called onnagata specializing in female roles. This unit will look at the bombastic masculine acting style of aragoto and then how it combines with onnagata to form plays.

- 12 Unit 7: Bunraku puppet theater (Class 12 and Class 13)

The Bunraku puppet theater grew up together with the live kabuki theater and they strongly influenced each other. This unit will look at the great playwright Chikamatsu Monzaemon and “The Love Suicides at Sonezaki,” the first sewamono play about the life of commoners.

- 13 Unit 7: Bunraku puppet theater (Class 12 and Class 13)

The Bunraku puppet theater grew up together with the live kabuki theater and they strongly influenced each other. This unit will look at the great playwright Chikamatsu Monzaemon and “The Love Suicides at Sonezaki,” the first sewamono play about the life of commoners.

Other (Class 14: Paper 2 due)

Unit 8: The Meiji Restoration and the Roots of the Present

Japanese culture changed totally with the Meiji Restoration. It is, of course, impossible to deal with this in its totality, but this unit will look at the way that the traditional approach to language and poetic images changed with Shoka, the new songs created for education.

Final Exam (to be scheduled)

Method of Evaluation:

The course grade will be based on 2 2-page papers and a take-home final examination.

Textbooks:

Readings will be from Karen Brazell, ed. "Japanese Traditional Theater: Anthology of Plays" (Columbia University Press) and Donald Keene "Anthology of Japanese Literature: Earliest Era to Mid-Nineteenth Century" (required for purchase) and additional readings will be posted on Moodle.

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)

Professor, Graduate School of Media Design

SUGIURA, KAZUNORI

メディアデザイン研究科教授 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 **"Group Work Presentation"**

You have 2 Akihabara tours during the course to see the rapid shifts and changes in Japanese pop culture, we will have all the groups to do the presentation based on the theme of "Akihabara: the Shifts and changes".

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

Participants will be going to Akihabara twice during the term. First visit will be done as part of lecture. You are required to go to Akihabara during 11 - 13th lecture.

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).

Contents created by so called "Cool Japan" does not originate from Japan, but from all over the world. Class will share 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

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

CROSSING BORDERS:ADAPTING TO JAPAN AND

ADAPTING TO THE WORLD 2 credits (Fall)

日本文化への適応、世界への適応 2単位(秋学期)

Learning from Life Abroad: Adapting to Japan and Adapting to the World

Lecturer SHAULES, JOSEPH

講師 ショールズ, ジョセフ

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

This class is focused on the process of adapting to life in another country. We learn about the experiences of foreigners getting used to life in Japan and of Japanese adapting to life in other countries. We will learn that there are stages of cultural adaptation: resistance, acceptance and adaptation. We will see that experiences abroad can be either deep or shallow. We will learn about the impact of living abroad on our values and identity. We will see that simply spending time abroad does not guarantee a positive experience. Students will learn interview a long-term sojourner and present a case study of their intercultural learning experiences. Class will be discussion-based.

Course Plan:

- 1 Introduction - defining the intercultural experience
 - 2 Surface and deep experiences
 - 3 Success and failure abroad
 - 4 Adaptation and the brain
 - 5 Culture stress, culture surprise and culture shock
 - 6 Student presentations
 - 7 Developmental Model of Intercultural Sensitivity
 - 8 Resistance - Acceptance - Adaptation
 - 9 Intercultural learning profiles
 - 10 Adaptation and identity
 - 11 Marginality and life issues abroad
 - 12 Sojourners and social justice issues
 - 13 Personal growth and deep culture learning
- Other Student presentations

Final exam

Method of Evaluation:

1. Written final exam (40%)
2. Student presentation(s) (30%)
3. Attendance, Participation (30%)

Textbooks:

The Beginner's Guide to Deep Culture: Beneath the Surface, (2010), Shaules, Intercultural Press, Boston and London

Reference Books:

Deep Culture: The Hidden Challenges of Global Living, by Joseph Shaules, Multilingual Matters, 2007

Lecturer's Comments to Students:

This class is suitable for Japanese and non-Japanese students. There will be a lot of opportunity to talk about your cultural experiences and discuss with other students about theirs.

INTERCULTURAL COMMUNICATION AND JAPANESE
CULTURE 2 credits (Fall)

異文化コミュニケーションと日本文化 2 単位(秋学期)

Project Assistant Professor OKUGAWA, IKUKO
特任講師 奥川 育子

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

This course provides an overview of intercultural communication, both in theory and in practice. It raises students' awareness of Japanese culture, other cultures, and the ways in which communication occurs between them. By the end of class, students will have a clearer and deeper understanding of Japanese and other communication styles, and this will empower them to communicate across cultures. Classes will consist of lectures, discussions, presentations and a final paper.

Course Plan:

- 1 Class orientation
 - 2 What is communication?
 - 3 Variation and context
 - 4 Categories and cultures
 - 5 Prototypes and groups
 - 6 Group presentations
 - 7 Group presentations
 - 8 Culture and miscommunication
 - 9 Cultural differences in communication
 - 10 Nonverbal communication
 - 11 Various communication styles
 - 12 Individual presentations
 - 13 Final review
- Other Final paper

Method of Evaluation:

Attendance (20%); Participation (20%); Assignments (20%); Presentations (20%); Final paper (20%)

Textbooks:

Textbooks and materials will be provided in class.

Reference Books:

A list of references will be provided in class.

- Paulston, Kiesling, and Rangel (Eds.) (2012) *The Handbook of Intercultural Discourse and Communication*. Wiley-Blackwell.

- Samovar, Proter, and Mc Daniel (Eds.) (2009) *Intercultural Communication: A Reader*. Wadsworth Cengage Learning.

Lecturer's Comments to Students:

The number of students in the course is capped at 45. Attendance at the first session is mandatory. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

If you have any questions, please feel free to contact me by e-mail at iokugawa@keio.jp

***All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.**

FOOD AND FOODWAYS IN JAPAN 2 credits (Fall)

日本の食と食文化の歴史 2 単位(秋学期)

Lecturer NOZAWA, JOJI
講師 野澤 丈二

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

"Tell me what you eat, and I will tell you what you are," proclaimed Brillat-Savarin, the illustrious French gastronome, in 1826. Nearly two centuries later, we tend to paraphrase this as "you are what you eat".

In current scholarship in the field of Japanese Studies, an increasing number of fascinating research topics have centered on food. The aim of this course is to examine Japanese food culture in a more global context, from ancient times to the present day. There will be a particular focus on the interaction between the Japanese archipelago and the outside world. I hope that by studying the evolution of Japanese food culture throughout

history we will learn about the different stages of adaptation. In the second half of the semester the course will also deal with a number of contemporary, food-related phenomena in an attempt to better understand "what Japan and the Japanese are today".

The course will be organized into a combination of formal lectures and interactive seminars. Students will be given opportunities to present the subjects on which they intend to write a paper. The language of discussion will be English.

The participation of Japanese students is highly encouraged in order for them to share their knowledge and experiences and add to the discussion.

During the term we may have one or two guest speakers in class and possibly organize a visit to a museum allowing us to understand some aspects of Japanese food culture.

Course Plan:

- 1 Introduction
 - 2 Why does food matter?
 - 3 Visit to the Dietary Culture Library
 - 4 East Asian influences
 - 5 Western influences
 - 6 Guest speaker 1
 - 7 Food and Soft Power : Cuisine as world heritage
 - 8 Group presentations
 - 9 Guest speaker 2
 - 10 Food and religion : halal market in Japan
 - 11 Food and environment : household waste
 - 12 Food and transport : Ekiben - railway boxed meals
 - 13 Food and media : Japanese food films
- Other Individual presentations

Round-up lecture

Method of Evaluation:

- a) Presentations on a subject chosen by the student (60%)
- b) Attendance and participation during class (30%)

Reference Books:

Katarzyna Cwiertka, *Modern Japanese Cuisine: Food, Power and National Identity* (London: Reaktion books, 2006).

Jean-Louis Flandrin and Massimo Montanari, eds., *Food: A Culinary History from Antiquity to the Present* (New York: Columbia University Press, 1999).

Richard Hosking, *A Dictionary of Japanese Food: Ingredients and Culture* (Rutland, Vt: Tuttle, 1996).

Norimichi Ishige, *The History and Culture of Japanese Food* (London: Kegan Paul, 2001).

Jefferey M. Pilcher, ed., *The Oxford Handbook of Food History* (New York: Oxford UP, 2012).

Eric C. Rath and Stephanie Assmann, eds., *Japanese Foodways: Past & Present* (Chicago: University of Illinois Press, 2010).

* More readings will be introduced during the lectures. A list of Japanese references will also be distributed upon request.

Lecturer's Comments to Students:

The above program should be considered provisional and students are welcome to request the inclusion of other topics in which they are particularly interested.

This class is designed for students who are passionate about any aspect of food culture: ingredients, recipes, tastes, ways of eating, etc., and their possible connotations. I hope to attract students from a variety of backgrounds to share different experiences and perspectives and to inspire further interest in the fascinating topic of food in Japan.

A basic knowledge of Japanese history is desirable but not compulsory. The lectures will provide a general historical overview, as well as a specific focus on food.

Course capacity:

The maximum number of students who may register for the course is 50. If the number of applicants has topped the quota, a selection will be made in the first class.

EDUCATION IN JAPAN: ISSUES OF CULTURE, SOCIAL STRUCTURE, & WORLDVIEW 2 credits (Fall)

教育を通して日本文化、社会の構造、価値観を考える
2 単位 (秋学期)

Education in Japan: Issues of Culture, Social Structure, & Worldview

Lecturer SHEA, DAVID
講師 シェイ デビット

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

The topic of education provides a valuable lens to view Japanese society, because it is about how to become Japanese, involving issues like what a person needs to know, how they should act, and who they should respect. Education is the site of discussion and debate about the globalization that is sweeping across the country, bringing the spread of English, growing economic inequality, and an increasingly visible ethnic presence. Further, education helps us understand such features as family structure, food, fashion, and pop culture, all of which reflect (and construct) Japanese society and worldviews.

In general, Japanese education has a bad reputation. Some scholars, for example, point out that bullying is widespread. Certainly, there is a dark side, but there is also a lot to be proud of and learn from. This course aims to look at educational issues critically, with multidisciplinary perspective and objective balance, in order to give students a deeper understanding of contemporary Japan.

Course Plan:

- 1 Introductions and overview, definition of key terms
 - 2 Distinctive characteristics: Equality & social division
 - 3 Roots of discipline: The whole child & the community
 - 4 Table manners: School lunch and *o-bento* politics
 - 5 Globalizing the university: Ministry push/international pull
 - 6 Gendered communication: Learning to be men and women
 - 7 The influence of money: Class structure & economic reproduction
 - 8 Minority relations: Ethnic schooling, multicultural affiliations
 - 9 Cool Japan: Pop culture, fashion, government support
 - 10 International flows: Returnees and exchange students
 - 11 Learning to be moral: Critical thinking & hierarchical values
 - 12 Writing the textbook: Political controversies
 - 13 The dark side: Bullying, overwork, pressure to conform
- Other The bright side: Equality, inclusion, and creativity

Independent reading and research

Method of Evaluation:

Grades will be based upon class participation and quality of course work. Attendance (which is mandatory) and participation count for 50% of the course grade. Homework and assigned essays count 25% and the final project/presentation 25% as well.

Textbooks:

All reading materials will be distributed by the instructor, either placed on reserve in the library or on the <keio.jp> website.

Reference Books:

- DeCoker, G. & Bjork, Christopher. (2013). *Japanese education in an era of globalization. Culture, politics, and equity*. NY: Teachers College Press.
- Sato, S. & Doerr, N.M. (Eds.). (2014). *Rethinking language and culture in Japanese education*. Multilingual Matters.
- Willis, D.B. (2006). Learning culture, learning citizenship: Japanese education and the challenge of multiculturalism. In Lee & Befu (Eds.), *Japan's diversity dilemmas* (pp. 47-74).

Lecturer's Comments to Students:

This course is an interactive seminar with a lot of discussion and feedback. Each week, there are 20-25 page reading assignments that everyone must complete *before* class, and attention will be given in class to talking about the key issues, deepening understanding and articulating a personal yet academic response. Over the course of the semester, everyone will do both individual and group presentations along with a

short final research project on a topic of personal interest. The course is demanding but it is also exciting and interesting.

Everyone is expected to be attentive and participate actively, expressing ideas and opinions with energy and respect. Discussion of the reading assignments is a central part of the course, so everyone must do the homework and be ready for class each week.

In order to ensure the chance to participate, the number of students will be limited. Because it is offered Fall semester, students who register for the course must attend the first class in September and obtain permission from the instructor to sign up. If the number exceeds the limit, selection will be made according to an essay written during the first session, with notification by email of acceptance. Registration without permission will be deleted.

Questions/Comments:

Feel free to contact me by email, or speak to me before or after class. You can also make an individual appointment anytime.

HUMAN ENGINEERING WITH FOCUS ON JAPAN 2 credits (Spring)

日本の人間工学 2 単位 (春学期)

Human Factors

Lecturer URAKAMI, JACQUELINE
講師 浦上 ヤクリーン

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

Human Engineering is concerned with the application of what we know about people, their abilities, characteristics, and limitations to the design of equipment they use, environments in which they function, and jobs they perform.

Goal of the course is to provide an overview of the interdisciplinary field human engineering and to introduce leading edge technology made in Japan. The course explores how human perception, cognition and emotion affects the interaction between human and technology.

By means of practical examples students will experience the importance of human engineering design criteria such as Universal design, Cognitive Engineering and Emotional Design. Discussions will help participants to clarify the goals of human engineering, and to understand its potential and its feasibility.

Course Plan:

- 1 Introduction: A short introduction to Human Engineering
- 2 Design Made in Japan
- 3 Cross-Cultural Design
- 4 Designing for Diversity and Data Bias
- 5 Universal Design / Accessibility
- 6 Human Perception and Interface Design
- 7 Haptic Technology
- 8 Interactive Design
- 9 Robotic Technology
- 10 Human-Robot Interaction
- 11 Emotional Design / Affective Design
- 12 Presentation: Impact of automation on our future society
- 13 Exam and Review

Other 4-5 Home assignments reviewing the content of the class

Method of Evaluation:

1. Exam (40%)
2. Assignments (20%)
3. Presentation (20%)
3. Participation, Attendance (20%)

Textbooks:

Wickens, C.D., Hollands, J.G., Parasuraman, R., & Banbury, S., (2012). *Engineering Psychology and Human performance*. London: Prentice Hall.
Salvendy, G. (2012). *Handbook of Human Factors and Ergonomics*. Hoboken, NJ: Wiley.

Reference Books:

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

Pollock (N.) Made in Japan: 100 New products. (2012). New York: Merrell Publishers

Norman, D.A. (2005). Emotional Design: Why we love (or hate) everyday things. New York: Basic Books.

Norman, D.A. (2002). The design of everyday things. New York: Basic Books.

Lecturer's Comments to Students:

This is an introductory class to Human Factors and Ergonomics focusing on how human capabilities and limitations (e.g. perception, cognition, motor skills) have to be considered when designing everyday things. This course will be delivered through a combination of lectures, group work, and class discussions.

Questions/Comments:

If you have any questions please send me an E-mail (waniek@z5.keio.jp)

SCIENCE AND TECHNOLOGY IN JAPANESE CULTURE

2 credits (Fall)

日本の文化と科学技術 2 単位 (秋学期)

Assistant Professor, Faculty of Science and Technology
IMOTO, YUKI
理工学部専任講師 井本 由紀

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

This course aims to reconsider the fundamental paradigms of modern science, technology and education through exploring the emergent field of contemplative science and contemplative pedagogy. Contemplative science questions the dualisms of subject and object, body and mind, and incorporates ancient wisdom - Buddhism in particular - to study consciousness from both first person (experiential) and third person (empirical) perspectives.

In this course we will aim to create an environment (both intellectually and somatically) for exploring the body, mind, the environment, and our perceptions and interactions with them.

Intellectually, we will draw in particular on how Japanese culture may be regarded as a 'technology' for enhancing awareness of body and mind, and how Japanese philosophers have discussed such issues. We will also discuss and critique the notion of a 'Japanese' or 'Eastern' approach to science and technology.

We will engage with contemplative practice using both first person and third person methods. The main focus will be on Buddhist-derived practices that have been made applicable to modern life in the West and in Japan, although students are encouraged to research and bring other wisdom traditions into the discussion. The core qualities that these contemplative practices cultivate are mindfulness and compassion, and we seek to both understand, embody and observe these qualities throughout the course. The first person perspective means that we will engage in direct experience of certain meditative or somatic techniques - this may be in the form of fieldwork outside of class, as well as some in-class workshops. The third person perspective means that we will also learn critically and reflectively about the experience from various disciplines. This includes the cultural, philosophical, educational and historical trajectories, as well as neuroscientific and clinical psychological analyses. I will introduce research articles from the field of contemplative science, as well as readings on the applications of this field of research to domains of medicine, education, business, technology, art and social justice. Students are encouraged to bring in their unique cultural and disciplinary perspectives and conduct their own research on a topic related to the course.

Course Plan:

- 1 Introduction: What is Contemplative Science?
- 2 Mindfulness and Contemplative Neuroscience
- 3 Buddhism and Theories of Mind
- 4 Science and Japanese Culture
- 5 Zen and Mindfulness in Contemporary Japan
- 6 Applications to medical fields
- 7 Applications to business fields

8 Applications to technology and AI

9 Guest lecture: anthropological perspectives on mental illness and psychotherapy in Japan

10 Japanese Arts and Crafts as Contemplative Practice

11 From Mindfulness to Compassion

12 group presentations

13 group presentations

Other group presentations

I will arrange a number of field trips related to the course content.

Method of Evaluation:

50% Class participation

25% Weekly reflections

25% Final research project/presentation

Reference Books:

Eleanor Rosch, Evan Thompson, and Francisco Varela. 2017 (new edition). The Embodied Mind: Cognitive Science and Human Experience. MIT Press.

Allan Wallace. 2006. Contemplative Science: Where Buddhism and Neuroscience Converge. Columbia University Press.

David McMahan. 2017. Meditation, Buddhism, and Science. Oxford University Press.

Louis Komjathy. 2017. Introducing Contemplative Studies. Wiley Blackwell.

Morris Berman. 2015. Neurotic Beauty: An Outsider Looks at Japan. Water Street Press.

Jon Kabat-Zinn. 2006. Coming to Our Senses: Healing Ourselves and the World through Mindfulness. Hyperion.

Daniel Goleman and Richard Davidson. 2017. Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain and Body. Avery.

Lecturer's Comments to Students:

We will aim to create a supportive, exploratory learning environment that allows space for the sharing of personal stories and reflection. Active listening is encouraged.

Students are invited to participate in the contemplation activities that I introduce during class, and to keep a manageable regular practice outside of class as well.

Questions/Comments:

If you have any concerns about the course, please contact me at imoto.z2@keio.jp

INNOVATIVE TECHNOLOGIES FOR JAPAN'S AGING

SOCIETY 2 credits (Fall)

高齢化社会日本のための革新的技術 2 単位 (秋学期)

Lecturer URAKAMI, JACQUELINE
講師 浦上 ヤクリーン

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

This course introduces innovative ways to use technology in developing products and services for older adults. Japan's society is rapidly aging making it a necessity to address the special needs and requirements of older adults in many areas of everyday life such as Transportation, Communication, Housing or at Work. The course focuses on the challenges of population aging for the Japanese society and how technology can be used to promote health and well-being in older age. Using practical examples and discussions students will look into innovative ways to address the challenges of an aging population.

Course Plan:

- 1 Introduction: A short Introduction to Technologies for an Aging Society
- 2 Population Trends in Japan
- 3 Work as key to longevity
- 4 Age related changes: perception

- 5 Age related changes: cognition, movement control
- 6 Design for aging
- 7 Mobility and Transportation
- 8 Robotics
- 9 Health Care Technologies
- 10 Field trip: TOTO Showroom
- 11 Accommodation for Aging-in-Place
- 12 Presentations: How can older people benefit from Robotic Technologies?
- 13 Exam and Review

Other 4-5 Home assignments about the class content

Method of Evaluation:

1. Exam (40%)
2. Assignments (20%)
3. Presentation (20%)
4. Attendance, Participation (20%)

Textbooks:

Fisk, A. D., Rogers, W. A., Neil Charness, N., Czaja, Sharit, J. (2009), *Designing for Older Adults: Principles and Creative Human Factors Approaches*, 2nd edition, CRC Press

Salvendy, G. (2012). *Handbook of Human Factors and Ergonomics*. Hoboken, NJ: Wiley.

Reference Books:

Lesnoff-Caravaglia, G. (2007). *Gerontechnology: Growing old in a technological society*. Charles C. Thomas Publisher: Springfield.

Minichiello V. & Coulson, . (2006). *Contemporary issues in gerontechnology: Promoting positive ageing*. Routledge: London.

Lecturer's Comments to Students:

This course will be delivered through a combination of lectures, group work, and class discussions.

Questions/Comments:

If you have any questions please send me an E-mail (waniek@z5.keio.jp)

BUDDHISM AND SOCIAL CHANGE IN CONTEMPORARY

ASIA 2 credits (Spring)

仏教と現代アジアの社会変化 2 単位 (春学期)

New Buddhist Influences in Economics, Technology, Ecology, Gender, Human Rights, and Dying 新しい仏教の影響：経済、技術、環境、ジェンダー、人権、死へ

Lecturer WATTS, JONATHAN S.
講師 ワッツ, ジョナサン S.

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

This course will be offered as a companion course to JAPANESE BUDDHISM AND SOCIAL SUFFERING (日本仏教と現代社会) by the same instructor in the second half of the Spring semester and the Fall semester. You do not have to take both courses, but it is recommended to do so for a fuller understanding. Buddhism is the largest indigenous religion of Asia and has ancient roots in every country in the region, including majority Muslim ones like Bangladesh and Indonesia. However, in the contemporary age, it is in crisis, principally from the way economic and scientific modernity challenges its worldview and values. Buddhist institutions throughout the region have been responding to this crisis in variety of ways from nationalistic chauvinism, to market and technologically savvy new Buddhist organizations, and also progressive social action movements known as Socially Engaged Buddhism. This course will look at these different responses and attempts by Buddhism to remain relevant in the dynamic social landscape of contemporary Asia, while offering numerous case studies familiar to the instructor's 30 years of experience throughout the region. THIS COURSE IS LIMITED TO 50 STUDENTS. PLEASE SEE DETAILS BELOW.

Course Plan:

- 1 Unit 1: What Is Religion? & A Brief History of Buddhism
- 2 Unit 1: Buddhism: A Community of Liberation, A Culture of Diversity, An Institution of Power
- 3 Unit 2: 4 Responses to Modernity: Buddhist Nationalism & Socially Engaged Buddhism, Market Buddhism & Buddhist Socialism
- 4 Unit 2: Responses to Modernity: What is authentic Buddhism?

- 5 Unit 3: Buddhist Economics & Environmentalism: The "Three Poisons" Institutionalized
 - 6 Unit 3: Buddhist Economics & Environmentalism: Buddhist Development (開発 kaihotsu), Gross National Happiness (GNH), Micro-Credit, Community Development, & Clean Energy
 - 7 Unit 3: Buddhist Economics & Environmentalism: Buddhist Social Analysis
 - 8 Unit 4: Human Rights: Caste, Class, and the Revival of Buddhism in India
 - 9 Unit 4: Gender: Women's Ordination and Queer Buddhism
 - 10 Unit 4: Buddhism & Other Religions: Inter-Religious Conflict between Buddhism & Islam
 - 11 Unit 5: The Science of Dying & Meditation
 - 12 Unit 5: Dying & Living in Contemporary Buddhism: The End-of-Life Care and Suicide Prevention Movements
 - 13 Concluding Classes: Global Youth Creating New Buddhist Identities & Cultures
- Other Concluding Classes: Review of course themes & Preparation for final report

Conclusion and Reflection

Method of Evaluation:

1. Exam N/A
2. regular participation: attendance, homework reading, discussion, and participation in class (30%)
3. short written reflections at the end of each unit (5) (20%)
4. final written report (50%)

Textbooks:

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

Reference Books:

Rethinking Karma: The Dharma of Social Justice. Ed. Jonathan S. Watts (Chiang Mai, Thailand: Silkworm Press, 2009).

The Buddha's Way to Human Liberation: A Socio-Historical Approach. Swaris, Nalin. (Nugegoda, Sri Lanka: Sarasavi Publishers, 2008)

Engaged Buddhism: Buddhist Liberation Movements in Asia. Eds. Christopher S. Queen & Sallie B. King (Albany, NY: State University of New York Press, 1996).

Action Dharma: New Studies in Engaged Buddhism. Eds. Queen, Prebish, Keown (London: RoutledgeCurzon, 2003)

Buddhist Care for the Dying and Bereaved. Ed. Jonathan S. Watts (Boston, MA: Wisdom Publications, 2012)

Lecturer's Comments to Students:

We will use a wide variety of methods in the classroom, including videos, guest speakers, group work, etc. During lectures, ample time will be given for questions and discussion. A prior knowledge of Buddhism is not necessary. Using Buddhism as a lens, we will investigate a wide variety of social issues in Asia and take time to enjoy interaction with each other. An optional meditation class will also be offered in the evenings.

The number of students in the course is capped at 50. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery in the first session. All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.

Questions/Comments:

Teacher Profile: Jonathan Watts has lived in Indonesia, Thailand and Japan for the past 25 years involved in NGO/NPO work with Buddhist based organizations, and writing and editing a collaborative volume by Buddhist scholar-activists Rethinking Karma: The Dharma of Social Justice. Ed. Jonathan S. Watts (Chiang Mai, Thailand: Silkworm Press, 2009). 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).

PHILOSOPHICAL TOPICS ON THE IDEAL IMAGES OF
HUMAN BEINGS; CONVERSATIONS BETWEEN JAPANESE
AND THE WESTERN CULTURE 2 credits (Spring)

人間の理想像に関する哲学的探究: 日本と西洋との対話を通
じて 2 単位 (春学期)

PHILOSOPHICAL TOPICS ON THE IDEAL IMAGES OF
HUMAN BEINGS; CONVERSATIONS BETWEEN JAPANESE
AND THE WESTERN CULTURE 2 credits (Fall)

人間の理想像に関する哲学的探究: 日本と西洋との対話を通
じて 2 単位 (秋学期)

Lecturer HAYASHI, AKINORI
講師 林 晃紀

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

We have various kinds of the images of ideal human beings. Thinking of those images often leads us to answer the questions such as “How ought we to live?”, “What is the best way of living for us?”, “What ought we to pursue in our lives?” and so on. In this course, I shall examine those questions from a philosophical point of view by means of using various philosophical methods.

There are two notable features in this course. Firstly, I shall attempt to use the images of ideal human beings taken both from western culture and Japanese culture. I do not mean to, however, make a contrast between two cultures in a hackneyed manner, but rather intend to show that some similarities and differences of the images transcend the difference of cultural background. In doing so, I expect the participants to ask yourself of what image of ideal human beings you have; in short, the aim of this course is to “know yourself” which has been a deep motive for pursuing philosophy in various cultures.

Secondly, unlike a conventional philosophical course, I shall use not only classical philosophy texts, but also various kinds of materials for the objects of investigations including Descartes’s and Kant’s philosophy texts, Muneyoshi Yanagi’s writings on the works of Japanese folk art (Mingei), Kenji Miyazawa’s poem, and Akira Kurosawa’s film (Kagemusha). Although I attempt to use various kinds of materials, the nature of investigations is thoroughly philosophical; this course is not for art criticism, film critique, or comparative literature.

Roughly, topics in this course will be divided into the following four parts.

1. Rationality and Intellect as an Ideal Capacity for Human Beings.
2. Anti-intellectualism and its Problems.
3. Beauty and the Image of Ideal Human Beings.
4. Aesthetism and Death.

The important part of this course, furthermore, is to learn how to discuss with each other in English both for native and non-native speakers. Yet this course is not a language course; what you expected to learn is to formulate your own opinions in English with an articulated manner in an international opportunity. Thus active participation to the discussion is required to take this course.

Course Plan:

- 1 Introduction and guidance: what is the ideality? Why does it matter in philosophy?
 - 2 Descartes 1: Reading assignment, Discourse on the Method part 1.
 - 3 Descartes 2: Reading assignment, Discourse part2
 - 4 Kant 1: Reading assignment, What is enlightenment?
 - 5 Kant 2: Reading assignment, What is enlightenment?
 - 6 Modernity vs. Kenji Miyazawa’s poem
 - 7 Introduction to folkcraft art and the thought of Yanagi: Reading assignment, Towards a standard of beauty
 - 8 Yanagi 1: Reading assignment, Seeing and Knowing
 - 9 Yanagi 2: Reading assignment, Seeing and knowing
 - 10 Yanagi 3: Reading assignment, The beauty of irregularity
 - 11 Yanagi 4: Reading assignment, The beauty of irregularity
 - 12 Introduction to the philosophy of film
 - 13 Kurosawa’s Kagemusha
- Other Final discussion

Watching a film together.

Method of Evaluation:

- 1, Attendance; 30%
- 2, Two short term papers; (35×2)% About 3-4 page papers
- 3, Participation (extra 20%)

Textbooks:

Copies of texts will be distributed in the class.

Reference Books:

TBA

Lecturer’s Comments to Students:

Course requirements

- 1, Attend the class regularly and actively.
- 2, Reading assignments.
- 3, Participate in discussion actively.
- 4, Two short term papers (about 3-4 pages).
- 5, Enjoy philosophical discussion!

Questions/Comments:

You are always welcome to ask me a question before and after the class. If you want to talk with me more, please make an appointment.

JAPANESE BUDDHISM AND SOCIAL SUFFERING 2 credits
(Spring)

日本仏教と現代社会 2 単位 (春学期)

JAPANESE BUDDHISM AND SOCIAL SUFFERING 2 credits
(Fall)

日本仏教と現代社会 2 単位 (秋学期)

Priests and Temples Reviving Human Relationship and Civil Society

Lecturer WATTS, JONATHAN S.

講師 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 Spring 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, group processes, in-class videos, guest speakers, and field trips. 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.

THIS COURSE IS LIMITED TO 50 STUDENTS. PLEASE SEE DETAILS BELOW.

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: The Homeless & Workers in the Nuclear Industry
 - 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

Conclusion and Reflection

Method of Evaluation:

There will be two important aspects to evaluation:

1) regular participation: attendance, homework reading, discussion, and participation in class.

2) group project:

choose one of the main themes in the class →

attend a field trip related to that theme →

together in a group help facilitate class discussion during one class →

submit a final written and/or multi-media report at the end of the semester by each individual student

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:

The number of students in the course is capped at 50. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery in the first session. All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.

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.

MODERN HISTORY OF DIPLOMATIC AND CULTURAL RELATIONS BETWEEN JAPAN AND THE WORLD 2 credits (Spring)

近代日本の対外交流史 2単位(春学期)

Modern History of Diplomatic and Cultural Relations between Japan and the World

Professor, Faculty of Law OHTA, AKIKO

法学部教授 太田 昭子

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

The course aims to provide an introductory and comprehensive view of the history of diplomatic and cultural relations between Japan and the World in the latter half of the nineteenth century and the beginning of the twentieth century. A basic knowledge of Japanese history is desirable, but no previous knowledge of this particular subject will be assumed. A small amount of reading will be expected each week.

Students are expected to make a short report on a research project of their own choosing and hand in a term paper of about 2,500~3,000 words (at least five pages, A4, double spaced) in July, and take the final examination.

Although optional, students are encouraged to make a brief presentation. (The details will be announced in class.)

Course Plan:

- 1 Introduction
- 2 Japan and the World before the Opening of Japan
- 3 The Opening of Japan and the international society in the mid-nineteenth century
- 4 The First Treaty with the West: Lecture
- 5 The Analysis of the First Treaty with the West(the US-Japan Treaty of Peace and Amity): Presentation and Discussion
- 6 Subsequent treaties with the West / Japanese visits abroad and their influence on Japan in the 1860s / The changing attitudes (domestic & diplomatic) of Japan in the Bakumatsu and early Meiji Era
- 7 The Iwakura Mission (1): Lecture
- 8 The Iwakura Mission (2): Presentation & Discussion
- 9 Japan and the World <1870s ~ 1900> (1): Lecture, Presentation & Discussion
- 10 Japan and the World <1870s ~ 1900> (2): Presentation & Discussion
- 11 Japan and the World <1870s ~ 1900> (3): Presentation & Discussion
- 12 Round-up, including Japan and the World <1900 ~ 1930s>: Lecture, Presentation & Discussion
- 13 In-class Essay

Term-paper to be handed in by the end of this class.

Other Review and Summing up / Make-up class / Visit to Museums, if possible.

Method of Evaluation:

Grading Methods :

1. End of the term examination: details to be announced during class.
2. Term paper: details to be announced during class.
3. Attendance & Class Participation (Attendance and participation in discussion are both essential. Making a mini-presentation is strongly desirable yet not compulsory.)

Textbooks:

Printed materials will be distributed.

Reference Books:

A book list will be provided in class.

Lecturer's Comments to Students:

1. This is a combined course of lecture, presentation and discussion. Therefore, students are expected to take an active part in the discussion. Making a mini-presentation is strongly desirable yet not compulsory.
2. Do not come to class unprepared.

AN INTRODUCTION TO JAPANESE HISTORY: SURVEYING
JAPAN'S PRE-MODERN PAST 2 credits (Spring)

日本史入門:前近代日本史概観 2単位(春学期)

AN INTRODUCTION TO JAPANESE HISTORY: SURVEYING
JAPAN'S PRE-MODERN PAST 2 credits (Fall)

日本史入門:前近代日本史概観 2単位(秋学期)

An Introduction to Japanese Pre-Modern History: Surveying Japan's
Pre-Modern Past (Proto-Historic Japan to Sekigahara)

Associate Professor, Faculty of Business and Commerce

KURASHIGE, JEFFREY Y.

商学部准教授 クラシゲ ジェフリー ヨシオ

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

This course will examine the "pre-modern period" of Japan from its origins in the Jomon Period through to the end of the 16th century by focusing upon the emergence of the imperial state, court rulership, and the rise of the warrior class. Though dominated by the rulership, religions, and lifestyles of courtiers and warriors, the course also explores the cultural context within which elites, commoners, and those in between lived and prospered. The approach is thus primarily socio-cultural, aiming to enhance the student's understanding not only of the Japan of the past, but also of the present. By the end of the course, students will be familiar with the most important aspects of the classical Heian age, the dual (or tripartite) polity of Kamakura, the warrior rule of the Muromachi era, and the subsequent era of civil warfare.

Course Plan:

- 1 Introduction and Proto-historic Japan: Jomon and Yayoi Japan
- 2 The "Yamato" Era: Japan's First "Empire"
- 3 The World of the Shining Prince: Aristocratic Rules and Lifestyles in the Heian Period
- 4 Late Heian Society: The Insei Period
- 5 The Making of the Samurai: The Gempei War
- 6 The First Shogunate: Yoritomo's Kamakura Bakufu
- 7 Review and Midterm Exam
- 8 "Popular" Religions: New Faiths and New Systems
- 9 The Mongol Invasions and the 14th Century "Divide"
- 10 Zen and the Rise of the Ashikaga
- 11 Life in the Muromachi Age and the Death of Cooperative Rulership
- 12 The Onin War
- 13 New Peripheries

Other The Sengoku Age's Unification

Method of Evaluation:

Mid-term exam: 20% of the course grade

Final exam: 30%

Discussion attendance/participation: 30%

Bi-Weekly SHORT 1 page response papers (225-275 words): 20%

Textbooks:

All reading materials will be provided by the instructor in PDF format.

Reference Books:

Reference books will be provided by the instructor in PDF format.

Lecturer's Comments to Students:

Note: Class size will be limited to 20 students PER SEMESTER. The class will be "built" around discussion of the required readings, so a limited class size will enable all students to participate. If the number of interested students exceeds the limit, selection will be made according to a short "essay" and lottery, with notification by email of acceptance. Registration without permission will be deleted. Attendance at the first session is therefore mandatory.

In order that all interested students will be able to take the course, this class will be repeated in the same form during the Fall semester for those students who are unable to enroll during the Spring.

General Expectations: This course is very demanding, but I believe that it will help push each of the participants to grow both as scholars and as citizens of the international community. Students are expected to be attentive and contribute to in-class discussions, and express their ideas and opinions in a respectful manner. Classroom discussion of the provided

reading materials is a central part of the class. Thus, students must be ready to read, write, and express their opinions each week.

Required Resources: Please make sure to have a working email account (not just an account associated with a keitai cell phone). You will also need access at home to a computer with word processing capabilities.

Questions/Comments:

Please feel free to contact me by email (kurashig[AT]fbc.keio.ac.jp), but also do not hesitate to approach me before or after class. If I am in my office and the light is on, please feel free to knock as I am always happy to speak with students if time is available.

GENDER, CULTURE AND MODERNITY IN INTERWAR JAPAN
2 credits (Spring)

大正文化と日本の近代 2単位(春学期)

Gender, Culture and Modernity in Interwar Japan

Professor, Faculty of Economics NOTTER, DAVID M.

経済学部教授 ノッター, デビッド M.

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

Much of Japanese 'modern life' as we know it -- including the 'salaryman', the housewife, the middle-class family and its home in the suburbs, not to mention department stores and the nature of modern-day consumerism -- took shape in the prewar period within a span of time that stretches from the early years of the Taisho era to the beginning of the Showa era, an age known as the 'interwar period'. Although we will also touch on related social and cultural phenomena of the late Meiji era, in this class our main focus will be on the new 'modern' forms of social life that define this interwar period. We will examine the new lifestyles, the new ideals of home and family life, as well as new gender roles and new cultural forms that emerged at this time among the new middle class in urban areas.

Although there will be a number of short lectures to supplement the reading material, this class will be conducted in 'seminar' format, and therefore active participation in class discussions is expected of all students. In addition to the weekly discussions on the chapters of our main textbook, assignments will include a term paper and a summary presentation to be done in pairs or small groups.

Course Plan:

- 1 Session 1: The 'katei' ideal: The emergence of the modern family in Japan
- 2 Session 2: The origin of the housewife
- 3 Session 3: The emergence of the 'salaryman'
- 4 Session 4: 'Good-wife-wise-mother' ideology and the expansion of education for women
- 5 Session 5: Student culture at the Taisho-era higher schools for girls
- 6 Session 6: Taisho-era student culture at the elite higher schools for boys
- 7 Session 7: Mass consumerism
- 8 Session 8: Sexuality and deviance: the Cafe and 'moga'
- 9 Session 9: Mass Media, part One: the mass periodical 'King'
- 10 Session 10: Mass Media Part Two: 'Shufu no Tomo' and the new mass periodicals for women
- 11 Session 11: New ideals of marriage and romance
- 12 Session 12: Feminism and the 'New Woman': Yosano Akiko and Hiratsuka Raicho
- 13 Session 13: The idealization of Motherhood and the new literature on child rearing
- Other Session 14: The age of the child: new literature for children

The Taisho-era ideal of cultivation

Method of Evaluation:

Evaluation will be based on attendance (10%), participation in class discussions (30%), a final paper (30%), and a summary presentation (30%).

Textbooks:

The main text we will focus on in class will be the book entitled 'House and Home in Modern Japan: Architecture, Domestic Space, and

Bourgeois Culture, 1880-1930' by Jordan Sand (Harvard University Press, 2003)

Lecturer's Comments to Students:

This course will be run as a seminar, and therefore enrollment will be limited to twenty students. Participation in class discussions will be expected of all students.

Students who are interested in the possibility of enrolling in the class must attend the first class.

JAPAN'S POSTWAR RESURGENCE 2 credits (Spring)

戦後日本の再生 2単位(春学期)

Reporting, Writing and Analysis of the Media

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

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

This course will examine the nature of journalism in Japan and provide a hands-on introduction to reporting and writing about Japan in English. Students will learn to write both feature and hard-news stories about Japanese society, culture, politics and economics. The course will examine various types of English-language journalism about Japan, both as models for student writing and as subjects for critiques. Students will not be required to read Japanese-language articles but the course will include discussion of how Japanese-language journalism is conducted. Class lectures will include such topics as Japan's "kisha club" (reporters' club) system; the differences and similarities among major Japanese-language dailies and how they compare to weekly magazines; the English-language press in Japan; major English-language wire services in Japan; the role of the Internet in Japanese and global journalism, and the changing economics of Japanese and global media. The course will also examine journalism job possibilities in Japan or overseas and discuss why non-journalists can benefit from understanding of how journalists work. As a key part of the course, students will do homework assignments that require interviewing people (either in English or in Japanese is OK) and using that material to write feature articles about Japan. The homework articles are considered a key part of the learning process. In-class exercises will not be graded, but are intended purely as study activities.

Course Plan:

- 1 Overview of the course. Introduction of journalistic basics: the difference between feature and hard-news stories; accuracy; attribution; quotes; leads and kickers. In-class exercise of students interviewing other students and writing an article based on the interview.
- 2 Analysis of a foreign newspaper's feature article about Japanese society. In-class exercise of organizing and writing a feature story using material presented by the instructor that is taken out of order from another English-language feature about Japanese society. Discussion of story ideas for students' first homework assignment.
- 3 Discussion of the advantages and disadvantages of Japan's "kisha club" system. Analysis of a foreign newspaper's hard-news article concerning Japanese society. In-class exercise of organizing and writing a hard-news story using material presented by the instructor.
- 4 Discussion of Japanese print media: the major daily newspapers, weekly magazines, other publications. Discussion of journalistic ethics. In-class exercise of copyediting.
- 5 In-class exercise of organizing and writing a feature story using material presented by the instructor that is taken out of order from an English-language feature about Japanese society.
- 6 Discussion of Japanese television journalism. Analysis of a foreign newspaper's feature article about Japanese politics. In-class exercise of organizing and writing a feature story on politics using material presented by the instructor. Discussion of story ideas for students' second homework assignment.
- 7 Discussion of the English-language press in Japan, including newspapers such as "The Japan Times" and "Yomiuri Daily," and the work of English-language wire services or foreign newspaper and magazine bureaus in Tokyo. Analysis of a foreign newspaper's hard-news article about Japanese politics. In-class exercise of organizing

and writing a hard-news story about politics using material presented by the instructor.

- 8 Discussion of Internet journalism. In-class exercise writing an article about Internet journalism based on material presented by the instructor.
 - 9 In-class exercise writing a feature news story based on a mock news conference presented either by students or by the instructor.
 - 10 Discussion of how the move of news reporting and advertising to the Internet affects the economics of traditional media companies. Discussion of journalistic ethics and how Internet journalism impacts ethical questions such as the degree of certainty journalists should have about the accuracy of material before it is presented to the public. In-class exercise writing a feature article concerning Japan's economy. Discussion of story ideas for students' third homework assignment.
 - 11 Discussion of job opportunities in journalism. In-class exercise writing a hard-news article about Japanese business.
 - 12 Discussion of why understanding journalism and the pressures that reporters face is valuable for non-journalists. In-class exercise of copyediting.
 - 13 In-class exercise writing a hard-news article based on a mock news conference presented by the instructor.
- Other Analysis of a foreign newspaper's feature article about Japanese fine arts or traditional culture. In-class exercise of organizing and writing a feature story about Japanese culture using material presented by the instructor.

General review and discussion of themes covered in the course. Presentations by students about their future academic, personal or professional plans and goals.

Method of Evaluation:

Three articles written as homework: 25% each
Attendance and participation: 25%

Textbooks:

Reading materials will be distributed in class.

Lecturer's Comments to Students:

Being in this class will be a bit like being a new employee of "The Japan Times" or some other English-language newspaper in Japan. The class and the homework should be fun and you should try to enjoy it. This is a good course for students who enjoy meeting new people or who would like to become more confident approaching and talking to strangers.

INTRODUCTION TO JAPAN'S HISTORY AND CULTURE

2 credits (Fall)

入門 日本の歴史と文化 2単位(秋学期)

From Early Modern Japan to World War II

Lecturer PRESSELLO, ANDREA
講師 プレセロ, アンドレア

Lecturer NOBORI, AMIKO

講師 昇 亜美子

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

This course examines the major developments in Japanese history and culture from the Edo period (1603-1868) to the end of World War II. The focus is on the main issues and transformations in Japanese society, politics, foreign relations, and culture. The broad questions that will be addressed during the course are: what are the major transformations in Japanese modern history? What factors explain change? How have Japanese society and culture changed? How has Japan interacted with the world? By the end of the course, students are expected to have achieved an understanding of the broad picture and key points of modern Japan's historical development. Classes are a combination of lectures, videos, presentations by students, and discussions.

Course Plan:

- 1 Orientation
- 2 Japan before the 17th century
- 3 Japan during the Edo period (1603-1868)
- 4 Cultural flourishing and foreign relations during the Edo period

- 5 Collapse of the Tokugawa system and Japan's opening to the world
 - 6 Restoration of imperial power and the making of a modern Japan I
 - 7 Restoration of imperial power and the making of a modern Japan II
 - 8 "Civilization and enlightenment" and the thinking of Fukuzawa Yukichi
 - 9 The building of Japan's colonial empire
 - 10 Mass culture and social movements during the "Taisho democracy" period
 - 11 The rise of militarism
 - 12 World War II
 - 13 Defeat and surrender
- Other Review of reading materials and class notes.

Method of Evaluation:

- Attendance: 20%
- Participation in class (weekly commentaries, participation in class discussion, presentation/alternative assignment): 40%
- Term paper: 40%

Textbooks:

Reading materials will be provided by the instructors at the beginning of the course.

Reference Books:

Reading materials will be provided by the instructors at the beginning of the course.

Lecturer's Comments to Students:

This course is aimed at those who are interested in the history and culture of Japan. A previous knowledge of Japanese history and culture is not required. The course will be conducted in English. Students with limited English ability are also welcome. Students are expected to participate in class discussions. More than two unexcused absences will lower a student's grade. The maximum number of students who can register for this course is 30. If the number of students who attend the first class and wish to register exceeds 30, a selection will be made by lottery during the first class.

*All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.

JOURNALISM IN JAPAN 2 credits (Spring)

日本のジャーナリズム 2単位(春学期)

JOURNALISM IN JAPAN 2 credits (Fall)

日本のジャーナリズム 2単位(秋学期)

Reporting, Writing and Analysis of the Media

Lecturer HOLLEY, DAVID R.

講師 ホーリー, デイヴィッド R.

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

This course will examine the nature of journalism in Japan and provide a hands-on introduction to reporting and writing about Japan in English. Students will learn to write both feature and hard-news stories about Japanese society, culture, politics and economics. The course will examine various types of English-language journalism about Japan, both as models for student writing and as subjects for critiques. Students will not be required to read Japanese-language articles but the course will include discussion of how Japanese-language journalism is conducted. Class lectures will include such topics as Japan's "kisha club" (reporters' club) system; the differences and similarities among major Japanese-language dailies and how they compare to weekly magazines; the English-language press in Japan; major English-language wire services in Japan; the role of the Internet in Japanese and global journalism, and the changing economics of Japanese and global media. The course will also examine journalism job possibilities in Japan or overseas and discuss why non-journalists can benefit from understanding of how journalists work. As a key part of the course, students will do homework assignments that require interviewing people (either in English or in Japanese is OK) and using that material to write feature articles about Japan. The homework articles are considered a key part of the learning process. In-class exercises will not be graded, but are intended purely as study activities.

Course Plan:

- 1 Overview of the course. Introduction of journalistic basics: the difference between feature and hard-news stories; accuracy; attribution; quotes; leads and kickers. In-class exercise of students interviewing other students and writing an article based on the interview.
 - 2 Analysis of a foreign newspaper's feature article about Japanese society. In-class exercise of organizing and writing a feature story using material presented by the instructor that is taken out of order from another English-language feature about Japanese society. Discussion of story ideas for students' first homework assignment.
 - 3 Discussion of the advantages and disadvantages of Japan's "kisha club" system. Analysis of a foreign newspaper's hard-news article concerning Japanese society. In-class exercise of organizing and writing a hard-news story using material presented by the instructor.
 - 4 Discussion of Japanese print media: the major daily newspapers, weekly magazines, other publications. Discussion of journalistic ethics. In-class exercise of copyediting.
 - 5 In-class exercise of organizing and writing a feature story using material presented by the instructor that is taken out of order from an English-language feature about Japanese society.
 - 6 Discussion of Japanese television journalism. Analysis of a foreign newspaper's feature article about Japanese politics. In-class exercise of organizing and writing a feature story on politics using material presented by the instructor. Discussion of story ideas for students' second homework assignment.
 - 7 Discussion of the English-language press in Japan, including newspapers such as "The Japan Times" and "Yomiuri Daily," and the work of English-language wire services or foreign newspaper and magazine bureaus in Tokyo. Analysis of a foreign newspaper's hard-news article about Japanese politics. In-class exercise of organizing and writing a hard-news story about politics using material presented by the instructor.
 - 8 Discussion of Internet journalism. In-class exercise writing an article about Internet journalism based on material presented by the instructor.
 - 9 In-class exercise writing a feature news story based on a mock news conference presented either by students or by the instructor.
 - 10 Discussion of how the move of news reporting and advertising to the Internet affects the economics of traditional media companies. Discussion of journalistic ethics and how Internet journalism impacts ethical questions such as the degree of certainty journalists should have about the accuracy of material before it is presented to the public. In-class exercise writing a feature article concerning Japan's economy. Discussion of story ideas for students' third homework assignment.
 - 11 Discussion of job opportunities in journalism. In-class exercise writing a hard-news article about Japanese business.
 - 12 Discussion of why understanding journalism and the pressures that reporters face is valuable for non-journalists. In-class exercise of copyediting.
 - 13 In-class exercise writing a hard-news article based on a mock news conference presented by the instructor.
- Other Analysis of a foreign newspaper's feature article about Japanese fine arts or traditional culture. In-class exercise of organizing and writing a feature story about Japanese culture using material presented by the instructor.

General review and discussion of themes covered in the course.

Presentations by students about their future academic, personal or professional plans and goals.

Method of Evaluation:

- Three articles written as homework: 25% each
- Attendance and participation: 25%

Textbooks:

Reading materials will be distributed in class.

Lecturer's Comments to Students:

Being in this class will be a bit like being a new employee of "The Japan Times" or some other English-language newspaper in Japan. The

class and the homework should be fun and you should try to enjoy it. This is a good course for students who enjoy meeting new people or who would like to become more confident approaching and talking to strangers.

MINORITIES IN JAPANESE EDUCATION 2 credits (Spring)
マイノリティと日本の教育 2単位 (春学期)

Lecturer TOKUNAGA, TOMOKO
講師 徳永 智子

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

This course focuses on education purposes, policies, and practices as they manifest and are experienced when groups of people in possession of different cultural identities and experiences encounter one another in formal and informal educational sites in Japan. Specifically, the course explores the educational issues of minorities in Japan including students from working class backgrounds, ethnic Koreans, returnees, *hafu*, immigrants, girls in JK business, LGBTQ students, and students with disabilities. The course attempts to understand and unpack terms to help us understand the cultural encounters that occur in educational settings and the processes which result such as assimilation, integration, inclusion, exclusion, segregation, *ibasho*, hybrid identities, and marginalization. Through discussions, videos, personal reflections, and group projects, the course examines the possibilities and limitations of Japanese education policies and practices that impact the lives of marginalized students and explores the ways to create more inclusive and equitable educational sites. As an international collaborative course, the students are encouraged to actively interact with classmates from diverse linguistic and cultural backgrounds and discuss topics through cross-cultural and comparative lenses. This course also allows students to unpack and deepen their own educational experiences in relation to multiple identities and connect personal stories to the overall theme of the class.

Course Plan:

- 1 Introduction
- 2 Dimensions of difference, majority and minority, privilege, intersectionality
- 3 Overview of Japanese education
- 4 Educational inclusion and exclusion of marginalized students
- 5 Sharing educational autobiography
- 6 Child poverty and educational inequality
- 7 *Zainichi* Koreans and ethnic education
- 8 Returnees, *hafu*, and international education
- 9 Immigrants, public schools, and *ibasho* creation
- 10 Gender and education, girls in JK business
- 11 LGBTQ students and schooling
- 12 Students with disabilities and inclusive education
- 13 Wrap up: Where to go from here?

Other Reflection and conclusion

Method of Evaluation:

1. Attendance and participation in class: 20%
2. Educational autobiography and presentation: 20%
3. Learning analysis: 30%
4. Group project (group presentation and reflection): 30%

Textbooks:

There is no textbook for this course. Weekly reading assignments will be available online.

Reference Books:

1. DeCoker, G., & Bjork, C. (Eds.). (2013). *Japanese education in an era of globalization: culture, politics, and equity*. New York: Teachers College Press
2. Goodman, R., Imoto, Y., & Toivonen, T. (2012). *A sociology of Japanese youth: from returnees to NEETs*. London & New York: Routledge
3. Gordon, J. A. (2010). *Challenges to Japanese education: economics, reform, and human rights*. New York and Yokohama: Teachers college and Seori-shobo
4. Tokunaga, T. (2018). *Learning to belong in the world: An ethnography of Asian American girls*. Singapore: Springer

5. Tsuneyoshi, R. K., Okano, K. H., & Boocock, S. S. (2011). *Minorities and education in multicultural Japan: an interactive perspective*. Abingdon, Oxon; New York: Routledge

6. Yonezawa, A., Kitamura, Y., Yamamoto, B. & Tokunaga, T. (Eds). (2018) *Japanese Education in a Global Age: Sociological Reflections and Future Directions*. Singapore: Springer

7. Willis, D. B., & Rapplepe, J. (2011). *Reimagining Japanese education: borders, transfers, circulations, and the comparative*. Oxford: Symposium Books

Lecturer's Comments to Students:

This course requires students' active classroom participation. You are expected to attend class regularly, complete assigned readings before the class, interact with students from diverse backgrounds, explore and exchange perspectives, and contribute to the collective well-being and quality of our learning community. For a group project, you will conduct research with your groupmates on the topic assigned, give a group presentation, and lead a discussion. Missing class regularly or other evidence of not trying will affect your grade severely. This course may limit the number of students so please attend the first class.

READING COLONIALISM IN SOUTH EAST ASIA 2 credits (Spring)

東・東南アジアにおける植民地主義を読む 2単位 (春学期)

Lecturer CHANDRA, ELIZABETH
講師 チャンドラ, エリザベス

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

This course considers the complex issues of race and gender in the history of colonialism in East and Southeast Asia. Unlike conventional investigations of colonial history, this course will rely on fiction as the primary source. Literary works such as novels and short stories have proven capable of conveying moments, sentiments, and aspects of life that state archives, church records, civil registry, and other forms of official record failed to capture. This is because fiction has the capacity to represent the complexity of human emotion, the nuances of culture, the textures of power, and the fine curves of a social landscape.

The colonial experience is a context that calls for such a "sensitive" historical inquiry. The gap between our Western intellectual tradition and colonized people's systems of culture underscores the necessity of "alternative" sources and inquiring methods to get a fuller view of the colonial encounter. The fact that most records from the colonial period were produced by, and speak from the point of view of, those in power further complicates the historical reconstruction of experiences under colonial rule. In cases of internal colonialism, fiction offers us a space to circumvent the official history or a way to work through a national trauma.

In this course we will examine novels, short stories, and films written by or told from the point of view of colonized persons and various colonial agents. We will look at a variety of colonial experiences – from Burma, the Philippines, Thailand, Indonesia, Indochina, Korea, Taiwan and Japan – and discuss issues as diverse and intimate as the domestic order, interracial romance, racial negotiation, sexual taboo, displacement, nostalgia, and new forms of colonialism. Throughout the course, we will consider whether or not the texts we read can be credible sources of history; in other words, can fiction produce facts?

Course Plan:

- 1 Introduction
- 2 The Leviathan in British Burma
- 3 Master and Servant
- 4 A Manichean World
- 5 The Missionary in Spanish Philippines
- 6 "Whiteness" in Netherlands Indies
- 7 Interracial Romance in Indochina
- 8 Modernity in Siam
- 9 Representing the Orient
- 10 Assimilation and Hierarchy
- 11 Internal Colonialism

12 The American Experience

13 Neo-colonialism

Other Course Summary

Method of Evaluation:

Weekly papers (50%), attendance (40%), participation in class discussion (10%)

Reference Books:

George Orwell, *Collection of Essays* (Harcourt, 1981)

Ferdinand Oyono, *Houseboy* (Heinemann, 1990)

Jose Rizal, *Noli Me Tangere* (Longman, 1986)

Anna Leonowens, *An English Governess at the Siamese Court* (Oxford, 1988; 1946 film version)

Breton De Nijs, *Faded Portraits* (Periplus, 1999)

Yuasa Katsuei, *Kannani and Document of Flames: Two Japanese Colonial Novels* (Duke, 2005)

Hou Hsiao-hsien, *A City of Sadness* (1989, film)

Ishikawa Jun, *Legend of Gold and Other Stories* (Univ. of Hawai'i Press, 1998)

Marguerite Duras, *The Lover* (Random House, 1997)

Khamsing Srinawak, *The Politician and Other Stories* (Oxford UP, 1991)

Lecturer's Comments to Students:

This course will be conducted in seminar style, **THUS A MAXIMUM OF 15 STUDENTS WILL BE ADMITTED.** To reserve a spot, send email to Professor Chandra <elizabeth.chandra@gmail.com>, after which you will receive a notification of either acceptance or a waitlist status. **ONLY THOSE GRANTED PERMISSION WILL BE ABLE TO ENROLL.**

Students granted admission are expected to attend the first class meeting where a detailed syllabus and the first assigned reading will be distributed. Those unable to attend the first class should contact the instructor beforehand.

Throughout the semester, students will be required to write short (1 page) reflections on the assigned reading every week and participate in class discussion. The weekly readings will be distributed either in class in the form of photocopies, or by email in PDF form. There will be no final exam.

COMMODIFYING WOMEN IN SOUTH EAST ASIA 2 credits
(Fall)

東・東南アジアにおける女性の商品化 2単位(秋学期)

Lecturer CHANDRA, ELIZABETH
講師 チャンドラ, エリザベス

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

This course examines the use and circulation of women in the context of globalization. In addition to stimulating the flow of people, goods, images and ideas in unprecedented scale and speed, globalization has encouraged the spread of the capitalist market and mode of consumption in which women are not only targeted as consumers, but used as tools for economic growth and objects of economic exchange. This practice is most visible in the mobilization of women for industrial labor – staffing the factory workforce as a result of economic liberalization – and the transnational migration of women for service, care, and reproductive works that is encouraged by governments as a strategy to accumulate foreign currency. All these changes have had profound effects in the way women's bodies and labor are being utilized, appropriated, and exchanged – the most controversial of which is perhaps the use of women in Third World countries as gestational surrogates.

In the early part of the course we will read anthropological studies on the formation of patriarchal family system and the history of women's subordination in society. We will proceed to look at how capitalism and globalization have transformed gender relations, in particular women's position in connection to domesticity, work, mobility, and migration both in the home as well as the host countries of migrating women. We will look especially at the ways in which society, the state, and corporate culture contribute to gender regimes that disadvantage women. We will

draw examples from south east Asia, which as a region is a leading supplier of women's bodies and labor that circulate on the global market as foreign domestic helpers, sex workers, and gestational mothers.

Course Plan:

- 1 Introduction
- 2 Women and the Family
- 3 Society and Exchange
- 4 Women as Object of Exchange
- 5 Women in Capitalist System
- 6 Globalization and Dislocation
- 7 Producing for Global Market
- 8 Global Women
- 9 Emotional Labor
- 10 Industrial Womb
- 11 "Mail Order Brides"
- 12 Tourism and the Sex Industry
- 13 Sex as Work

Other Course Summary

Method of Evaluation:

Weekly papers (50%), attendance (40%), class discussion (10%)

Reference Books:

Friedrich Engels, *The Origin of the Family, Private Property and the State* (Resistance Books, 2004; originally published in 1884)

Claude Levi-Strauss, *The Elementary Structures of Kinship* (Beacon Press, 1969)

Alison Bailey & Chris Cuomo (eds.), *The Feminist Philosophy Reader* (McGraw Hill, 2008)

Barbara Ehrenreich & Arlie Russell Hochschild (eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy* (Holt, 2002)

Ngai Pun, *Made in China: Women Factory Workers in a Global Workplace* (Duke UP, 2005)

France Winddance Twine, *Outsourcing the Womb: Race, Class and Gestational Surrogacy in a Global Market* (Routledge, 2011)

Lecturer's Comments to Students:

This course will be conducted in seminar style, **THUS A MAXIMUM OF 15 STUDENTS WILL BE ADMITTED.** To reserve a spot, send email to Professor Chandra <elizabeth.chandra@gmail.com>, after which you will receive a notification of either acceptance or a waitlist status. **ONLY THOSE GRANTED PERMISSION WILL BE ABLE TO ENROLL.**

Students granted admission are expected to attend the first class meeting where a detailed syllabus and the first assigned reading will be distributed. Those unable to attend the first class should contact the instructor beforehand.

Throughout the semester, students will be required to write short (1 page) reflections on the assigned reading every week and participate in class discussion. The weekly readings will be distributed either in class in the form of photocopies, or by email in PDF form. There will be no final exam.

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

Lecturer HAMMOND, CHRISTOPHER
講師 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 Group project preparation
 - 13 Final Presentations
- Other Final presentation feedback

Method of Evaluation:

Attendance, Participation: 40%

Research-based presentations: 60%

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.

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

Lecturer DAWSON, WALTER

講師 ドーソン, ウォルター

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 developed and developing countries of East and Southeast Asia.

Course Plan:

- 1 Introduction to Comparative Sociology of Education & International Educational Development (IED)
 - 2 Sociological Theory and Globalization of Education: Neo-Institutionalism and Systems Theory
 - 3 Colonial Education in Asia: Taiwan and the Philippines
 - 4 Education, Economics and Human Capital Theory
 - 5 Education, Political Science and Modernization Theory
 - 6 International Organizations and Education
 - 7 The World Bank and Education
 - 8 Bilateral Aid, JICA (Japan International Cooperation Agency) and Education
 - 9 NGOs and Education in Cambodia
 - 10 Debate: Funding International Organizations versus Grassroots NGOs
 - 11 Comparison of East Asian Donor Agencies: China, Japan and South Korea
 - 12 Shadow Education (Private Tutoring) in Japan, South Korea and Cambodia
 - 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:

Midterm Paper-25%

Debate Reflection Paper-25%

Presentation-25%

Final Paper-25%

Textbooks:

All materials will be uploaded to a Google Drive

Lecturer's Comments to Students:

This course will be conducted in English but whenever necessary the instructor can assist and advise students in Japanese.

Questions/Comments:

dawson@icu.ac.jp

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)

Lecturer VAYSSET, OLIVIER

講師 ヴェッセ, オリヴィエ

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 France Economic relations & Arms sales with Asian countries.
- 13 Asian EU policy.
- Other 14. Evaluation of the lecturer. Soft Power.
15. Evaluation of the students.

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

SINO-JAPANESE RELATIONS IN PERSPECTIVE 2 credits (Spring)

日中関係概論 2単位(春学期)

Lecturer NIQUET, VALERIE

講師 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 (raising 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, www.asiatimes.com, www.bbcworld.com, www.globaltimes.cn, www.en.people.cn, 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.

DEVELOPMENT OF JAPAN'S POLITICO-ECONOMIC SYSTEMS 2 credits (Spring)

日本政治経済発展史 2単位(春学期)

For All Those Curious Graduate Students from across the Keio Community

Professor, Graduate School of System Design and Management

TANIGUCHI, TOMOHIKO

システムデザイン・マネジメント研究科教授 谷口 智彦

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

The course being primarily for the SDMs, it is open to graduate students from across the Keio community. The language to be used throughout is solely English for whatever purposes. Note that the instructor, Professor at the Graduate School of System Design and Management, Dr TANIGUCHI, Tomohiko, is also a policy practitioner, who has been working with ABE, Shinzō, Prime Minister of Japan, as his primary foreign policy speech writer for more than eight years. The class should benefit from the knowledge his background has entailed but ought not to have any worry regarding political orientation, for the class will be run in an academically neutral manner, irrespective of his views.

The class will look into the country's politico-economic development. A wide range of topics from the "dam" mania, what Shinkansen bullet train brought about to how the nation's now retiring baby boomers are causing changes in politics will be dealt with.

Reading materials are so chosen as would primarily interest your professor, for he is of a view that without the instructor remaining keen himself to learn something new, he could not develop curiosity among the members of the class. The syllabus is never the same. It changes every year. Should you be interested in obtaining textbook knowledge about the said subject matter, you would be urged to go elsewhere. Were you to be interested in discussing what happened and how in the country's recent past, this is the one that is fit to your interests. Each meeting reads at least one academic paper that leads the class to see in detail the dynamics that were at play behind Japan's post-war politico economic development. To do so, each time, requires at least one volunteer lead-reader who is to dig deep into the paper's discussions as well as the nation's politico-economic background.

Your professor intends to give you perspectives, not knowledge one gets easily of late from Wikipedia and other sources. He also wishes to equip the class with the awareness that one could separate economics from politics only inside the ivory tower. The sense to be developed that it is the interplay between the two that matters should prove useful, going forward, whenever pondering your own politico-economic developments.

The Class will not be TAUGHT: it will READ. For each gathering one individual, or one pair of individuals, should prepare a brief power point presentation about the assigned paper and present it at the beginning of the meeting. The discussions will be highly interactive. It is how you can contribute to enriching the class discussions by making presentations and by raising questions that matters. Those fearless in raising even naive questions will be greatly appreciated. Within 48 hours from the end of each meeting, you must send an essay -- 500 to 700 words -- to the tutor via Keio SDM e-learning site to let him be aware what you have taken away, what has intrigued you, or what not.

In the end the members will see 1) how the nation's politics was inseparable from its economy, and vice versa; and 2) how Japan's experiences could be viewed in broader perspectives. The class participants will draw abundant implications from Japanese episodes that they could bring back home and see their own countries' challenges under a hitherto unexpected light.

Before Each Meeting:

An assigned reader (or an assigned pair of readers) prepares a brief slide presentation, in which 1) the gist of the topic to be discussed; 2) what is to be of particular note; and 3) some of the questions the reader wishes the class should address ought to be described. A long summary often makes one bored -- you might want to note.

After Each Meeting:

Within 48 hours since the end of the meeting each participant should send to the instructor an essay of 500 to 700 words depicting what s/he has taken away from the meeting, what further to be discussed, and the like via Keio SDM e-learning site.

Course Plan:

- 1 In this session your instructor will give you detailed introductions about who he is and how the course proceeds. A broad stroke of picture as to where Japan stands politically, economically, and diplomatically will also be given to the class.
- 2 Economy now: We will read one of the assigned papers that dealt with the nation's inequality, for the paper also helps us to grasp some of the economic challenges that the nation is faced with.
- 3 Labour regime in transition: The session will look at some of the myths and changes pertinent to the country's labour practices by reading a paper that explored the said subject matter.
- 4 Whither womenomics? Prime Minister ABE's signature policies include "womenomics." an idea developed by a U.S. economist Kathy Matsui. Why the fad came about? How much (or little) change has occurred and other hotly debated issues will be looked into by reading two relevant materials.
- 5 What happened to the "agro-lobby: Nothing embodied the close as well as closed clientelism between politics and economic interests more quintessentially than Japan's once-powerful agricultural lobby. Whether it has changed will be discussed by reading one of the assigned papers that dealt with the very issue.
- 6 Shift Toward a Westminster System: A change that can be summed up as one that was from something very old to new, from a political culture based on vested interests -- such as agro-lobby -- to another that empowers party whip, took place some 20 years ago. How important was it? The class will explore the question by reading a paper that tried to answer the same question.

- 7 Interlude: We will read no paper but address questions of whatever kind the class will have come to have by the seventh session.
- 8 *Bukatsudo*: One paper has introduced what it is. The extra-curricular activities, that is what *Bukatsudo* is, bear importance in many ways, the paper maintains. But how so? The session leads the class to connect such dots as for many from abroad have remained largely unconnectable.
- 9 Bullet train: After looking at the role the nation's education has played as regards its economy, this session will address yet another role the railway infrastructure -- Shinkansen bullet train -- has played in the development of the nation's economy.
- 10 Infrastructure fad: Before the fad on high-speed rail there was another kind that spread nation-wide: one about building dams. One of the assigned papers will give us a new, rather unexpected, angle through which we could obtain knowledge on transcultural influences that wrapped the country, post-war.
- 11 Engraved Seals of Occupation: For the Abe administration the biggest challenge is to change the nation's social contract, from an old one that largely favoured the elderly to a new one that should benefit the younger generations. To better grasp the ongoing drama we will be going backward to look at the debate about family and health coverage in the immediate aftermath of WWII by reading two papers.
- 12 *Dankai* generation: It is Japan's "Boomer" generation. To change the country's social contract, the administration might well alienate the generation, that has stayed politically motivated. What kind of political force they still represent will be the topic of the session.
- 13 Debate on growth, or the lack of it: Economic stagnation and the slowed growth of total factor productivity sit at the heart of economic challenges, certainly in Japan but also in many other advanced countries. Before closing we will address one of the greatest questions of our day: whether we can still grow, by reading two papers.

Other Session 14:

Is Japan re-militarizing? To close our course at least one session should be due for us to address the question. One paper, written by an veteran observer, answers the question.

Session 15:

A cadenza: Your instructor wishes to close the entire course by addressing as many questions as you wish to raise.

Method of Evaluation:

A non-negotiable principle of "three strikes and you're out" holds, that is to say, if you are absent from our weekly class meetings, excepting the first introductory session, for a total of three times, you are automatically going to be given NO credit. Again, be reminded that it is non-negotiable. The class proceeds in a manner that is highly interactive, which is the reason why the second principle, again non-negotiable, also holds, that is that you are urged to "speak out or go out." There will be no place in our meetings for a shy, silent lurker.

What grade you will obtain at the end of the semester hence depends on: 1) how actively you not only participated in but also led the class discussions; and 2) how rich your presentations and feedbacks were, with weight of 50% and 50% each given to the two above.

Textbooks:

Below indicated are the ones that are downloadable. To do so first search each paper at the google scholar site by using your keio-enabled account. You can do the same by launching google scholar via the keio media centre's database.

KITAO and YAMADA, [Dimensions of Inequality in Japan: Distributions of Earnings, Income and Wealth between 1984 and 2014](#)

Vogel, [Japan's Labor Regime in Transition: Rethinking Work for a Shrinking Nation](#)

MATSUI, "Is Womenomics working?" in Gonzalez and Jansen ed., [Women Shaping Global Economic Governance](#)

GOTO, "Will Prime Minister Abe's "Womenomics" Break Glass Ceilings in Japan?" in [Hastings International and Comparative Law Review](#), vol. 39, no. 2, Summer 2016, pp.441-458.

Mulgan, "Loosening the Ties that Bind: Japan's Agricultural Policy Triangle and Reform of Cooperatives (JA)" in [The Journal of Japanese Studies](#), Volume 42, Number 2, Summer 2016, pp. 221-246

Estévez-Abe, "Japan's Shift Toward a Westminster System: A Structural Analysis of the 2005 Lower House Election and Its Aftermath" in [Asian Survey](#), Vol. 46, No. 4 (July/August 2006), pp. 632-651

Cave, "Bukatsudo : The Educational Role of Japanese School Clubs" in [The Journal of Japanese Studies](#), Volume 30, Number 2, Summer 2004, pp. 383-415

Abel, "The Power of a Line: How the Bullet Train Transformed Urban Space" in [positions: asia critique](#), Volume 27, Number 3, August 2019, pp. 531-555

Dinmore, "Concrete Results?: The TVA and the Appeal of Large Dams in Occupation-Era Japan" in [The Journal of Japanese Studies](#), Volume 39, Number 1, Winter 2013, pp. 1-38

Lambert, "The Political Economy of Postwar Family Policy in Japan: Economic Imperatives and Electoral Incentives" in [The Journal of Japanese Studies](#), Vol. 33, No. 1 (Winter, 2007), pp. 1-28

Sheingate and YAMAGISHI, "Occupation Politics: American Interests and the Struggle over Health Insurance in Postwar Japan" in [Social Science History](#), Volume 30, Number 1, Spring 2006, pp. 137-164

TAKAO, "Aging and Political Participation in Japan: The Dankai Generation in a Political Swing" in [Asian Survey](#), Vol. 49, No. 5 (September/October 2009), pp. 852-872

Cooper, "Secular Stagnation: Fear of a Non-Reproductive Future" in [postmodern culture](#) Vol. 27, Number 1, September 2016

Bergeaud, et al., "Total Factor Productivity in Advanced Countries: A Long-term Perspective" in [International Productivity Monitor](#), Number 32, Spring 2017

Lecturer's Comments to Students:

Of special note: The class meets, unless otherwise notified, between 10:45 and 12:15 on each Tuesday. Be reminded though that when exactly the class will gather for the first meeting is yet to be determined. It might well start as a "double header," starting at 9:00 and ending at 12:15. You must check with the syllabus to be uploaded near the end of March on the SDM web pages. Or else call SDM Admin at: +81 (0)45 564 2518 for more. Also, in order to enter the classroom you need an entry card, which is obtainable also at the Admin mentioned above.

Now,

Language: English (both for class-room discussions and for papers)

Calendar: Changes NOT INFREQUENT. In order for you not to miss the changes of calendar you must be alert of the notices you will get from the Keio SDM e-learning system.

In addition to using the e-learning site the class will have its own facebook page. To join the page is obligatory. Give your instructor your facebook enabling e-mail account.

Strictly for your instructor to better remember who is who in the class, each one of the participants is requested that s/he send to the instructor a high-resolution facial picture, with self-introductory remarks at the earliest stage of the class.

JAPANESE POLITICS 2 credits (Spring)

日本の政治 2 単位 (春学期)

Advanced

MOGAKI, MASAHIRO

講師 茂垣 昌宏

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

This module aims to provide an introduction to Japanese politics and show how the study of Japanese politics can contribute to an understanding of broader issues in comparative government and comparative politics. In so doing, the students will obtain knowledge of how Japanese politics has developed and what has been key, referring to the relevant scholarly debates. Major themes to be covered include modern political history since 1945 and the structures and key actors of contemporary politics such as political parties, bureaucracies, and policy-making. The module offers opportunities to study a number of contemporary policy issues in depth, including industrial policy, regulatory policy, foreign and defence policy, and welfare policy among others. We will look at policy issues at a micro level and link them to broader political contexts of Japanese politics and beyond. This is an advanced course, with comparatively higher requirements.

Approach:

Lectures are key part of this course. All students are strongly required to be present at all sessions of the lectures. I will try to offer opportunities to interact with students as interaction will significantly help students understand the issue. Students are expected to read a couple of suggested literature and requested to make presentations or engage in debate after Week 3.

Goal:

Students are expected to acquire the factual knowledge of modern Japanese politics, analytical thinking towards social issues, approaches to data and literature, and writing skills. Independent learning is very important: students are expected to independently analyse and understand the characteristics and nature of Japanese politics since 1945.

Course Plan:

1 **Introduction.**

Session 1 offers the overview of this lecture, referring to the key characteristics of Japanese politics.

(References)

- Gaunder (2017): 1-8.

2 **Week 2: Occupation and the period until 1955.**

Week 2 offers a brief overview of how Japanese politics has developed before 1955.

(References)

- Gaunder (2017): 9-30.
- McCargo (2013): 18-42.
- Neary (2019): 3-48.
- Stockwin (2008): 48-63.
- Rosenbluth, F. M. and Thies, M. F. (2010) *Japan transformed: political change and economic restructuring*. Princeton, NJ/ Woodstock, Oxfordshire, UK: Princeton UP: 32-52.

3 **Week 3: The Liberal Democratic Party (LDP).**

As the key political party ruling Japan after 1955 with only a couple of breaks, the LDP is a significant political actor in Japan's political theatre. This session examines the history and nature of the party, which has been a significant factor shaping Japanese politics and policy.

From this session the students will engage in activities such as presentations.

(References)

- Gaunder (2017): 34-37, 50-53, 83-89, 135-148.
- McCargo (2013): 139-142.
- Neary (2019): 49-65.
- Stockwin (2008): 179-195.
- Krauss, E. S. and Pekkanen, R. J. (2011) *The Rise and Fall of Japan's LDP*. Ithaca, NY/London: Cornell UP.

• Pempel, T. J. (2010) 'Between Pork and Productivity: The Collapse of the Liberal Democratic Party', *The Journal of Japanese Studies*, 36, (2): 227-254.

• George Mulgan, A. (2014) "Money Politics" in Japan: Allegations of financial impropriety have a long and sordid history in Japanese politics', 26 November 2014, *The Diplomat* [online]. Available from: <http://thediplomat.com/2014/11/money-politics-in-japan/> [Accessed 8 January 2017].

• Maeda, K. (2010) 'Factors behind the Historic Defeat of Japan's Liberal Democratic Party in 2009', *Asian Survey*, 50, (5): 888-907.

• 猪口孝、岩井奉信 (1987) *族議員の研究—自民政権を牛耳る主役たち*. 東京: 日本経済新聞社.

• 飯尾潤 (2007) *日本の統治構造*. 東京: 中央公論新社.

Also, see Muramatsu/Krauss (1987) [Week 8], Pempel (1998) [Week 7].

4 **Week 4: The Democratic Party of Japan (DPJ) and its predecessors.**

The DPJ has played an unusual role in Japanese politics. The 2009 government change prompted many observers to think it was the key actor reshaping Japanese politics. With its unstable governing and lack of expertise, the DPJ lost its previous popularity and lost the 2012 and 2014 general elections. Week 4 considers its impact and nature.

(References)

- Gaunder (2017): 34-37, 53-67.
- McCargo (2013): 130-136.
- Stockwin (2008): 195-197, 199-201.
- Kushida, E. K. and Lipsy, P. Y. (eds) (2010) *Japan Under the DPJ: The Politics of Transition and Governance*. Stanford: Walter H. Shorenstein Asia-Pacific Research Center.
- George Mulgan, A. (2015) *Ozawa Ichirō and Japanese politics: old versus new*. London/NY: Routledge.
- Rosenbluth/Thies (2010): 101-104, 186-192.
- 日本再建イニシアチブ (2013) *民主党政権 失敗の検証* (中公新書). 東京: 中央公論新社.

5 **Week 5: Electoral system.**

This session addresses Japan's electoral system, which has been a key topic of debate among scholars exploring the recent political development. It particularly highlights the impact of the 1994 electoral reform.

(References)

- Gaunder (2017): 31-34, 68-82.
- McCargo (2013): 105-108.
- Neary (2019): 96-111.
- Stockwin (2008): 156-178.
- Rosenbluth/Thies (2010): 95-122.

6 **Week 6: Central government bureaucracy, local governments, and judiciary.**

Central government bureaucracy has been a key topic of debate in Japanese politics. Week 6 contemplates its nature and function, together with local governments and judiciary.

(References)

- Gaunder (2017): 37-43, 110-121.
- McCargo (2013): 110-128.
- Neary (2019): 112-145.
- Stockwin (2008): 148-153, 237-238.
- Muramatsu, M., Iqbal, F., and Kume, I., (eds) (2002) *Local Government Development in Post-War Japan*. Oxford: Oxford UP.
- Vogel, S. K. (1996) *Freer Markets, More Rules: Regulatory Reform in Advanced Industrial Countries*. Ithaca, NY: Cornell UP.
- Wright, M. (2002) *Japan's Fiscal Crisis: The Ministry of Finance and the Politics of Public Spending, 1975-2000*. New York: Oxford UP.
- 清水真人 (2015) *財務省と政治* (中公新書). 東京: 中央公論新社.
- 金井利之 (2007) *自治制度* (行政学叢書). 東京: 東京大学出版会.

Also, see Johnson (1982) [Week 8], 飯尾 (2007) .

7 **Week 7: Business sectors and civil society.**

This session explores how Japan's business sectors have developed; then it turns to civil society, a controversial sector among scholars.

(References)

- Gaunder (2017): 122-134.
- McCargo (2013): 38-75, 157-181.
- Neary (2019): 146-161, 185-199, 227-247.
- Stockwin (2008): 153-154.
- Beason, R. and Weinstein, D. E. (1996) 'Growth, Economies of Scale, and Targeting in Japan (1965-1990)', *Review of Economics and Statistics*, 78, (2): 289-295.
- Gao, B. (1997) *Economic ideology and Japanese industrial policy: Developmetalism from 1931 to 1965*. Cambridge: Cambridge UP.
- Noble, G. W. (1988) 'The Japanese Industrial Policy Debate', in S. Haggard and C. Moon (eds), *Pacific Dynamics: The International Politics of Industrial Change*. Boulder, CO: Westview Press: 53-95.
- Pempel, T. J. (1998) *Regime Shift: Comparative Dynamics of the Japanese Political Economy*. Ithaca, NY: Cornell UP.
- Schaefer, U. (2008) *Choose and Focus: Japanese Business Strategies for the 21st Century*. Ithaca, NY: Cornell UP.
- Vogel, S. K. (2006) *Japan Remodeled: How Government and Industry are Reforming Japanese Capitalism*. Ithaca, NY: Cornell UP.
- Yamamura, K. (1967) *Economic Policy in Postwar Japan*. Berkeley/Los Angeles: University of California Press.
- 野口悠紀雄 (1995) *1940年体制—さらば戦時経済*. 東京: 東洋経済新報社.

8 **Week 8: Background: politics and the state.**

Week 8 explains the major schools addressing the nature of politics and the state, referring to Japanese cases.

(References)

- Calder, K. E. (1993) *Strategic capitalism: private business and public purpose in Japanese industrial finance*. Princeton: Princeton UP.
- Dunleavy, P. and Rhodes, R. A. W. (1990) 'Core Executive Studies in Britain', *Public Administration*, 68, Spring: 3-28.
- Elgie, R. (2011) 'Core executive studies two decades on', *Public Administration*, 89, (1), 64-77.
- George Mulgan, A. (2005) *Japan's Interventionist State: The role of the MAFF*. Oxon/New York/Canada: Routledge.
- Gownder, J. P. and Pekkanen, R. (1996) 'The End of Political Science? Rational Choice Analyses in Studies of Japanese Politics', *Journal of Japanese Studies*, 22, (2): 363-384.
- Grix, J. (2010) *The Foundations of Research*. Basingstoke/New York: Palgrave Macmillan.
- Hay, C., Lister, M., and Marsh, D. (eds) (2006) *The State: Theories and Issues*, Political Analysis. Basingstoke/New York: Palgrave Macmillan: 1-20.
- Johnson, C. (1982) *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975*. Stanford: Stanford UP.
- Kato, J. (1994) *The Problem of Bureaucratic Rationality*. Princeton: Princeton UP.
- Marsh, D. and Stoker, G. (eds) (2010) *Theory and Methods in Political Science: Third Edition*. Basingstoke: Palgrave Macmillan.
- Muramatsu, M. and Krauss, E. S. (1987) 'The Conservative Policy Line and the Development of Patterned Pluralism', in K. Yamamura and Y. Yasuba (eds), *The Political Economy of Japan, Vol. I: The Domestic Transformation*. Stanford: Stanford UP: 516-554.
- Ramsayer, J. M. and Rosenbluth, F. M. (1993) *Japan's Political Marketplace*. Cambridge, MA/London: Harvard UP.
- Smith, M. J. (1999) *The Core Executive in Britain*. Basingstoke/NY: MacMillan.
- Wright, M. (1999) 'Who Governs Japan? Politicians and Bureaucrats in the Policy-making Processes', *Political Studies*, 47, (5): 939-954.
- Yamamura, K. (1997) 'The Japanese Political Economy after the "Bubble": Plus Ça Change?', *Journal of Japanese Studies*, 23, (2): 291-331.
- 伊藤光利 (2006) 「官邸主導型政策決定と自民党—コア・エグゼクティブの集権化」 *Leviathan*, 38: 7-40.

9 **Week 9: Until 1993: the LDP administration I.**

From Week 9 the lecture reviews how Japanese politics has developed. Week 9 addresses the LDP administration before the 1993 government change, which offered a break to the LDP's long reign since 1955.

(References)

- Gaunder (2017): 89-99.
- McCargo (2013): 139-147.
- Neary (2019): 65-72.
- Stockwin (2008): 63-81.
- Krauss/Pekkanen (2011).
- Rosenbluth/Thies (2010): 53-71.

10 **Week 10: The Hosokawa government, return of the LDP in the 1990: the LDP administration II.**

Week 10 reviews the nature of the Hosokawa administration, the first non-LDP administration since 1955 and the revived LDP governments until Yoshirō Mori cabinets.

(References)

- Gaunder (2017): 99-101.
- McCargo (2013): 145-148.
- Neary (2019): 73-78.
- Stockwin (2008): 82-100.
- Pempel, T. J. (1997) 'Regime Shift: Japanese Politics in a Changing World Economy', *Journal of Japanese Studies*, 23, (2): 333-361.
- Shinoda, T. (2013) *Contemporary Japanese politics: institutional changes and power shifts*. New York: Columbia UP: 55-75.

11 **Week 11: The Koizumi administration and his successor: 2000-2009: the LDP administration II.**

Week 11 examines the administration of Jun'ichiro Koizumi (2001-2005) and his successors, then it offers an account of the 2009 government change and the following DPJ government.

(References)

Koizumi & his successor:

- Gaunder (2017): 102-105.
 - McCargo (2013): 151-152.
 - Neary (2019): 78-84.
 - Stockwin (2008): 101-134.
 - Pempel (2010).
 - Steinmo, S. (2010) *The Evolution of Modern States*. New York: Cambridge UP: 136-146.
- 2009 government change and the DPJ administration:
- Gaunder (2017): 105.
 - McCargo (2013): 129-139.
 - Neary (2019): 84-88.
 - Kushida/Lipsy (2010).
 - Rosenbluth, F. M. (2011) 'Japan in 2010: Messy Politics but Healthier Democracy', *Asian Survey*, 51, (1): 41-53.
 - Rosenbluth, F. M. (2011) 'Japan in 2011: Cataclysmic Crisis and Chronic Deflation', *Asian Survey*, 52, (1): 15-27.
 - Rosenbluth/Thies (2010): 186-192.
 - Lipsy, P. Y. and Scheiner, E. (2012) 'Japan Under the DPJ: The Paradox of Political Change Without Policy Change', *Journal of East Asian Studies*, 12: 311-322. Available from: <http://web.stanford.edu/~plipsy/JEASIntroduction.pdf> [Accessed 8 January 2017].
 - Shinoda (2013): 153-214.

12 **Week 12: Second government change and the re-emergence of the LDP administration: the LDP administration III.**

Week 12 considers the Shinzo Abe administration since 2012: its policies, structures, key actors, and nature. The further reading on contemporary issues will be suggested in the class in addition to the general literature below.

(References)

- Gaunder (2017): 105-109, 146-147.
- Neary (2019): 89-95.
- Pekkanen, R., Reed, S. R., and Scheiner, E. (eds) (2013) *Japan Decides 2012: The Japanese General Election*. Basingstoke: Palgrave MacMillan.

• Pekkanen, R., Reed, S. R., and Scheiner, E. (eds) (2016) *Japan Decides 2014: The Japanese General Election*. Basingstoke: Palgrave MacMillan.

• Shinoda (2013): 230-235.

• George Mulgan (2014).
[Abenomics]

• Abenomics portal: <http://www.japan.go.jp/abenomics/index.html>.

The government's debt:

• MOF (Ministry of Finance, Japan) (2019) 'Highlights of the Draft FY2020 Budget' (20 Dec 2019) [online]. Tokyo: MOF. Available from: <https://www.mof.go.jp/english/budget/budget/fy2020/01.pdf> [Accessed 13 January 2020].

[Security policy]

• Cabinet Secretariat (2014) 'Cabinet Decision on Development of Seamless Security Legislation to Ensure Japan's Survival and Protect its People' [online]. Tokyo: Cabinet Secretariat, p.7. Available from: http://www.cas.go.jp/jp/gaiyou/jimu/pdf/anpohosei_eng.pdf [Accessed 1 January 2017].

13 **Week 13: Conclusion: challenges to Japanese politics.**

In pulling the previous sessions together, the final session examines the nature of contemporary Japanese politics.

(References)

• Gaunder (2017): 163-170.

• McCargo (2013): 213-221.

• Neary (2019): 248-253.

• Stockwin (2008): 265-272.

Other **Activities in the course**

- **Presentation:** Two students will be assigned to make their respective presentations regarding the given topic. They will have a discussant, who will summarise the presentation and ask a couple of key questions, followed by others. The presenters are expected to exhibit the following in 10-15 minutes: (1) the nature of the chosen topic; (2) the presenters' analysis of the topic based on robust reasoning; and (3) their own argument drawing on the analysis.
- **Group presentation:** The presentation will be offered by the groups of students.
- **Poster making:** The groups of students will make posters regarding the chosen topics and explain to others their posters. Students will succinctly show the nature of the topic, their analysis based on reasoning, and possible claims based on the analysis.

Method of Evaluation:

Assessment:

3,000 word essay: 50 %

Attendance: 25 %

Activities in the lecture including presentations: 25 %

Essay questions:

Select one of the following titles. The submission deadline will be the last week of the course; the exact date will be informed in the lecture. **The word limit of 3,000 words includes references, foot/endnotes, and the title.**

1. What can we learn from Japanese politics?
2. What are the key characteristics of Japanese politics? What points have changed and what points have been retained?
3. What is the nature of the LDP? What impact has it offered on Japanese politics?
4. What were the nature of the DPJ administration?
5. Compare the Hosokawa administration with the DPJ administration and discuss their implications to Japanese politics.
6. 'Bureaucracy controls Japanese politics'; evaluate this statement.
7. Discuss the nature of the Koizumi administration drawing on one of the following approaches: pluralist/statist/rational choice.
8. Compare and contrast the Koizumi administration, the DPJ administration, and the Abe administration.
9. Will Japan have government change again?

Textbooks:

• Gaunder, A. (2017) *Japanese Politics and Government*. London: Routledge.

• McCargo, Duncan (2013) *Contemporary Japan* (Contemporary States and Societies). Basingstoke: Palgrave Macmillan.

• Mogaki, M. (2017) 'Governance, Japan', in Farazmand, A. (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Berlin: Springer.

• Neary, Ian J. (2019) *The State and Politics in Japan*, Second Edition. Cambridge: Polity.

• Stockwin, J. A. A. (2008) *Governing Japan: Divided Politics in a Resurgent Economy* [4th Edition]. Hoboken, NJ: Wiley-Blackwell.

Reference Books:

The literature specifically related to the topic of the week is suggested in the following course plan.

Lecturer's Comments to Students:

Message: Japanese politics exemplifies the unusual nature of Japan and its society. Analysing this issue offers you a skill to figure out not only politics but also what students will confront in the future, including their future colleagues, workplaces (e.g. private firms), and other societal groups.

Questions/Comments:

Students can ask questions to the lecturer by e-mail and in face-to-face sessions. In addition, the lecturer plans to offer the office hour in which students can ask questions on their essays, the contents of the lecture, and the literature.

CONSTRUCTING JAPAN –INDIA PARTNERSHIP 2 credits
(Spring)

日本とインドのパートナーシップを構築する 2 単位 (春学期)
Indian-Japanese Perspectives and Policies

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

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

In recent years there has been a strengthening of Japan-India partnership through university exchange programs in social sciences and technology, economic partnership agreements (EPAs) in the areas of industrial manufacture and household electronics, and IT business connected to software services and e-learning. This has opened the way for both countries to benefit mutually through exchanges of intellectual capital, innovative skills and manufactured products. Yet much of the business and cultural protocols of the two countries remain somewhat inaccessible to policy makers, business enterprises, and the public at large. Indians see Japan as an economically rich but linguistically diverse, while the Japanese see India as intellectually advanced but bureaucratic. There is a need to bridge the gap within the Japanese academic community by translating cultures, social practices, business protocols, IT-related procedures and academic standards. This course will use an interdisciplinary approach to explore the shifting contours of India and Japan by focusing on the economies, societies, nuclear policies, hard/soft identities, literature and languages. It will not provide a simplistic solution by employing a unified "grand" narrative but explore multiple narratives to reveal the unity and fragmentariness of the Indian and Japanese experiences. 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 to India today.

After completing the course students will:

1. become familiar with India-Japan partnership and perspectives
2. learn about new concepts, perspectives and partnerships,
3. understand stereotypes, bias, and manipulation,
4. develop skills to write/think purposefully and strategically, and
5. acquire habits of mind to pursue knowledge independently and scientifically.

The course is meant for both Japanese and international students who are interested in cross-cultural issues connected with Japan and India.

Through this course students will be able to connect with other courses on Japan and the world in the university curriculum.

Course Plan:

- 1 Historical and cultural introduction/Organization/demo/study groups
 - 2 Importance of Japan and India in the regional and global context.
What is a policy, perspective and partnership? Different kinds of international policies and their changing nature.
 - 3 UFJ Economic Policies between India and Japan--EPAs, ODAs and FDIs including tariff reductions, industrial agreements and demography of the two nations. The Banking Sector and India-Japan Partnership--The State Bank of India in Japan and -Mitsubishi in India.
 - 4 Intellectual Traditions and Modernity in India and Japan. Feedback on assignments and reports
 - 5 Lecture on Indian Social, Political and Spiritual Connections to Japan relating to the concept of 'unity in diversity' and social homogeneity-- Intellectual dialogues, Tagore's visits, Indian Independence League, Rash Behari Bose, Subhash Chandra Bose and INA.
 - 6 Academic Partnerships and Global Advantage-- Technology Institutes and Liberal Arts universities in India and Japan--IITs, Keio University, Tokyo Institute of Technology and International University of Japan.
 - 7 Successful Indian and Industrial Japanese Projects--Maruti-Suzuki, Delhi Metro, Shinkansen, think tanks, TCS and Wipro.
 - 8 Social, Legal and Business Protocols of the two countries. Useful Japanese and Hindi phrases. Feedback on assignments and reports.
 - 9 Islamic Traditions and Perspectives--Japan and India.
 - 10 Indian Culinary and Political Heritage--The ways India views Japan and Japan views India--Japanese WW II support for the concept of "India for Indians," Rash Behari Bose/Higuchi Papers, Renkoji Temple, Nakamura, Nair Restaurant Ginza; See "Indians in Japan" by Mukesh Williams at <http://cms.boloji.com/index.cfm?md=Content&sd=Articles&ArticleID=7007>
 - 11 Indian and Japanese Nuclear Perspectives--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>;
- End-semester project work - in class project presentation.
- 12 Caste and Class in India and Japan--Different Perspectives. In-class project presentation.
 - 13 Information Technology and Changing Nature of Society in India and Japan--New Business Opportunities and Problems

In-Class Test, Summing up, and submission of late assignments
Other Japanese Language Boom in India--Why Indians are learning the Japanese language? What Japanese language teachers think about working in India?

Method of Evaluation:

Students' grades will be based on the following criteria:

1. End-Semester Project Presentation: 20% Credit
2. Final In-class written Test: 40% Credit
3. Weekly Lecture Summary Reports: 20% Credit
4. Attendance and Participation: 20% Credit

Textbooks:

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

Students will be provided with material in class or via email in advance.

Reference Books:

Hasegawa, Yojo. (2010) Rediscovering Japanese Business Leadership: 15 Japanese Managers and Companies They're Leading to New Growth. Trans Anthony Kimm. Singapore: Wiley & Sons. ISBN: 13: 978-0470824955

Chellaney, Brahma. (2010). Asian Juggernaut: The Rise of China, India, and Japan. New York: Harper Paperbacks. ISBN: 13: 978-0061363085

Lecturer's Comments to Students:

The course will require two hours of outside class reading per week as well as 30 minutes of homework preparation. You will be expected to complete written examination, conduct discussions great information about the shared histories and new directions in Japan-India relationship, policies and partnership in the classroom and write reports on related topics. Feedback on assignments, presentations, and class reports will be provided in the fourth and twelfth week of the semester. The course will help you to understand other courses connected with Japan and India within the university curriculum. Students are expected to read the handout given to them in advance.

Questions/Comments:

Please provide all your questions, assignments and comments in the class.

JAPANESE FOREIGN POLICY 2 credits (Spring)

日本の対外政策 2単位 (春学期)

Issues and challenges in post-World War II Japan's international relations

Lecturer PRESSELLO, ANDREA

講師 プレセロ, アンドレア

Lecturer NOBORI, AMIKO

講師 昇 亜美子

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

This course is an introduction to post-World War II Japanese history, with focus on foreign policy and discussion of domestic factors affecting it. Classes examine Japan's relations with Asia and the United States as well as issues such as the debate over the revision of Japan's constitution, Japan's security, the "history problem", Japan's official development assistance and refugee policies.

Classes are a combination of lectures, videos, presentations by students, and discussions.

One of the classes might be held in the form of a visit to a thematic historical museum in Tokyo. Further notice on this will be given during the course.

Course Plan:

- 1 Orientation
 - 2 Japan in the eyes of the world
 - 3 The legacy of defeat and Occupation (Atomic bombings, Tokyo Tribunals, Emperor Hirohito)
 - 4 The Cold War and Japan's return to the international society (Peace Constitution, Japan-US Security Treaty, the "1955 system")
 - 5 Issues in Japan's "return" to Asia (reparations to Southeast Asia, normalization with South Korea, relations with China)
 - 6 Japan as an economic power and the "Yoshida Line" (Income Doubling Plan, Nixon shocks, reversion of Okinawa, normalization with China, oil-shocks)
 - 7 The "Japan problem" and the search for an international role (Trade frictions, the deepening of the Japan-US alliance, ODA)
 - 8 New Challenges in the Post-Cold War Period - Re-examining Japan's International Role
(The Gulf War as a turning point: debate on Japan's participation in United Nations' peacekeeping operations)
 - 9 Japan-US Relations after the Cold War (Redefinition of the Japan-US alliance: how has Japan's role in the alliance changed? Issues and challenges in Japan-US relations)
 - 10 The "History Problem" and Reconciliation in Northeast Asia
(Facts and issues about the "history problem." "Comfort women" issue. Yasukuni shrine controversy. Implications for Japan's international relations)
 - 11 This class might be held in the form of a visit to a museum related to Japan's history
 - 12 Japan's relations with Asia in the post-Cold War era (Sino-Japanese relations. Japan's strategy in Asia)
 - 13 Challenges and Issues Ahead for Japan's Foreign Policy
- Other Review of reading materials and class notes.

Method of Evaluation:

- Attendance: 20%

• Participation in class (weekly commentaries, participation in class discussion, presentation/alternative assignment): 40%

• Term paper: 40%

Textbooks:

Reading materials will be provided by the instructors at the beginning of the course.

Reference Books:

Reading materials will be provided by the instructors at the beginning of the course.

Lecturer's Comments to Students:

This course is designed for those who are interested in Japan, Asia, history issues, international relations, and security affairs. No background knowledge on these issues is required. The course will be conducted in English. Students with limited English ability are also welcome. Students are expected to participate in class discussions. More than two unexcused absences will lower a student's grade. The maximum number of students who can register for this course is 30. If the number of students who attend the first class and wish to register exceeds 30, a selection will be made by lottery during the first class.

*All the students wishing to register for this course must attend the first class and obtain permission from the instructor. Registration without permission will be deleted.

DEVELOPMENT POLICIES AND PROJECTS FOR CHANGE IN ASIA 2 credits (Fall)

アジアの社会変革のための開発政策とプロジェクト 2単位 (秋学期)

Lecturer DAWSON, WALTER
講師 ドーソン, ウォルター

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

This course will introduce a number of education policies and projects in Asia and globally which have enacted real societal and global change. Students will analyze these policies and evaluate these projects. Subsequently, students will plan and implement their own education projects to effect social change in the communities and countries of the Asian Region.

Course Plan:

- 1 Introduction to Education and Society in the Developed World
- 2 Project #1: Teach for America
- 3 Project #2: KIPP-Knowledge is Power Program
- 4 Project #3: Innovative Charter Schools in NOLA
- 5 Project #4: The Testing Movement & OECD PISA
- 6 Project #5: Teach for Japan & Teach for All
- 7 Introduction to Education in Developing Nations
- 8 Project #6: Escuela Nueva ("New School") Project in Colombia and Vietnam
- 9 Project #7: Highland Children's Education Project in Cambodia
- 10 Project #8: OLPC & Motoman Project in Cambodia
- 11 Project #9: Sistema Music Education Project in Venezuela and the Philippines
- 12 Project #10: Conditional Cash Transfers & Education in Mexico and the Philippines
- 13 Final Presentation of Students' Education Project Proposals

Other Final Class will be for final presentations

Method of Evaluation:

Midterm Paper-25%,
Attendance+Participation-25%
Final Presentation-25%
Final Paper-25%

Textbooks:

All materials uploaded to Google Drive

Lecturer's Comments to Students:

This course will be conducted in English but whenever necessary the instructor can assist and advise students in Japanese.

Questions/Comments:

dawson@icu.ac.jp

JAPANESE IMMIGRATION POLICY IN A COMPARATIVE PERSPECTIVE 2 credits (Fall)

比較の視点からみた日本の移民政策 2単位 (秋学期)

Japanese Immigration Policy in a Comparative Perspective

Professor, Faculty of Economics KASHIWAZAKI, CHIKAKO
経済学部教授 柏崎 千佳子

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

The purpose of this course is to learn about and better understand the nature of immigration policy and politics in Japan. In comparative immigration literature, Japanese policy is characterized as highly restrictive, reflecting a preference for an ethnically homogeneous society. However, large-scale migration flows to and from the Japanese archipelago occurred under the Japanese empire, and more recently, immigration of 'newcomers' has increased ethnic and cultural diversity in some local communities. As Japan faces the demographic challenge common to advanced industrial societies of a shrinking labor force, management of immigration and the social integration of foreign residents/immigrants assumes great importance for public policy. While retaining the comparative perspective, we will discuss immigration in Japan in terms of the legal framework, policy making, public discourse, and views of immigrant communities themselves.

Course Plan:

- 1 Introduction to the course
- 2 Theories of migration / Migration under imperial Japan
- 3 The postwar immigration control system and Zainichi Koreans
- 4 Arrival of newcomers and the 1990 immigration control law
- 5 Approaches to labor shortage / Technical Intern Trainees
- 6 Global competition for high-skilled workers
- 7 Refugee policies
- 8 The development of social integration policy (1)
- 9 The development of social integration policy (2)
- 10 Demographic trend and the politics of immigration
- 11 Immigration and nationalism
- 12 Immigration and transnationalism
- 13 Final presentations

Other Weekly study questions; group presentations (optional);
consultation on research project; advice on fieldwork

Method of Evaluation:

Evaluation will be based on the following: attendance and participation in classroom discussion (25%); weekly study questions (15%); a short essay (15%); oral presentations, either in group or individually (15%); and a research paper of approximately 1,800 words (30%).

Textbooks:

Reading materials consist of excerpts from a variety of sources such as books, newspaper articles and official documents. I plan to make them available for download through the keio.jp system.

Lecturer's Comments to Students:

The class is conducted entirely in English. Students are expected to read the assigned materials beforehand and to participate actively in the class. They are also required to hand in weekly Study Questions at least five times during the semester. Two of them may be replaced with a group presentation. In the second half of the semester, students conduct a small research project on the topic of their choice. Their topic must be closely related with the theme of the course.

PUBLIC POLICY IN JAPAN (SEMINAR) 2 credits (Fall)

日本の公共政策(セミナー) 2単位 (秋学期)

Comparative Case Studies

MOGAKI, MASAHIRO
講師 茂垣 昌宏

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

This module explores the key public policy issues through critiquing key literature. It pursues to contemplate selected key public policy issues, with an approach of the comparative case study. The course consists of seminars, in which students present their understanding and analysis, referring to the literature. This module aims at not only international

students interested in public policy issues but also domestic students who would like to develop their ability to engage classes in English; those who have difficulty to participate in /understand the course are strongly advised to contact the lecturer.

Approach:

All students are strongly required to be present at all sessions of the seminars. As this course depends upon the active participation of the students, attendance and preparation before the class are strongly required. Students who have difficulty to join the course are strongly encouraged to directly contact the lecturer. I will try to offer opportunities to interact with students as interaction will significantly help students understand the issue. Each student will offer two 45-60 min presentations referring to the assigned part of the literature in this course, followed by the discussants' comments and questions. After the presentation, the seminar will discuss and consider the topic under the supervision of the lecturer. In the presentation each group will have a discussant, who will summarise the presentation and ask a couple of key questions, followed by others. The presenters are expected to exhibit the following: (1) the nature of the chosen topic; (2) their analysis of the topic based on robust reasoning; and (3) their argument drawing on the analysis.

Goal:

Students are expected to acquire the factual knowledge of contemporary public policy in Japan, contemplate the key policy challenges of the field, and present and discuss the issues independently. Independent learning is very important: students are expected to independently analyse and understand the characteristics and nature of public policy in the context of contemporary public policy.

Course Plan:

1 Week 1: Introduction

Week 1 offers the overview of this course, referring to key contemporary policy issues.

2 Week 2: Transformation of Japan and its system: government and business.

Week 2 analyses the transformation in Japan in the 1990s.
(References)

- Schaede (2008): 21-46, 87-252.
- Vogel (2018): 77-116.

3 Week 3: Transformation of Japan and its system: the nature and limitation.

Week 3 extends the discussion of the previous week and considers the nature and limitation of the transformation of Japan in the 1990s. The presentation can compare the crisis in the 1990s and the current political situation with looming aging society and unclear economic prospects.

(References)

- Schaede (2008): 253-260.
- Vogel (2018): 117-150.

4 Week 4: The electoral system: before the 1994 political reform.

This session considers the significance of the electoral system in a country's political system by highlighting the SNTV (Single Non-Transferable Voting) system before 1994 and its impact.

(References) Rosenbluth/Thies (2010): 53-71.

5 Week 5: The electoral system: after the 1994 political reform.

This session look into the MMM (Mix Members Majoritarian) voting system and the political development after 1994; in so doing it addresses the nature of the electoral system in shaping political traditions.

(References) Rosenbluth/Thies (2010): 95-122.

6 Week 6: The regulatory state in Japan.

This session looks into the Japanese regulatory state in two sectors: telecommunications and financial services.

(References)

- Mogaki (2019): 35-63.
- Vogel (2018): 77-116.

7 Week 7: The regulatory state in the UK.

Week 7 turns to the British example of the same sectors and the same period.

(References) Vogel (1996): 65-134; see also Moran (2003).

8 Week 8: The welfare state in Japan.

Week 8 turns to the welfare state in Japan and analyses its characteristics.

(References) Steinmo (2010): 88-148.

9 Week 9: The welfare state in Sweden.

Week 9 addresses the Swedish example as another key case of the welfare state.

(References) Steinmo (2010):30-87.

10 Week 10: The welfare state in the US.

Week 10 looks into the approach of the US on welfare.

(References) Steinmo (2010):149-205.

11 Week 11: Aging society: Japan's and beyond.

This session considers the nature of the welfare state in the twenty-first century by assessing the examples of Japan, Sweden, and the US. In so doing the presentation will reveal the nature of the contemporary welfare states including Japan.

(References) Steinmo (2010):206-233.

12 Week 12: The migration and Japan: characteristics and history.

Week 12 addresses the characteristics and development of Japan's migration policy.

(References) Chung, E. A. (2010):1-143.

13 Week 13: The migration and Japan: the nature and future prospect.

This session reveals the nature of Japan's migration system, paying attention to the other examples and the broader migration policy development mobilised by the change of governance, both domestic and international.

(References) Chung, E. A. (2010): 144-184.

Other Essay:

Students will select a topic related to the issues of this course to write a 2,000 word essay. They can choose whatever topic they like as long as it is related to this course. The word limit includes foot / endnotes and references. The deadline will be announced in the class session of the course.

Activities in the course:

• **Group presentation:** A group of students will be assigned to make their respective presentations regarding the given topic. They will have discussants, who will summarise the presentation and ask a couple of key questions, followed by others. The presenters are expected to exhibit the following: (1) the nature of the chosen topic; (2) the presenters' analysis of the topic based on robust reasoning; and (3) their own argument drawing on the analysis. Each student is expected to make **two** presentations in the course.

Method of Evaluation:

Assessment:

Essay: 40 %

Attendance: 30 %

Presentation: 30 %

Textbooks:

- Chung, E. A. (2010) *Immigration and Citizenship in Japan*. Cambridge: Cambridge UP.*
- Mogaki, M. (2019) *Understanding Governance in Contemporary Japan: Transformation and the Regulatory State*. Manchester: Manchester UP.
- Rosenbluth, F. M. and Thies, M. F. (2010) *Japan transformed: political change and economic restructuring*. Princeton, NJ/Woodstock: Princeton UP.*
- Schaede, U. (2008) *Choose and Focus: Japanese Business Strategies for the 21st Century*. Ithaca, NY/London: Cornell UP.
- Steinmo, S. (2010) *The Evolution of Modern States*. New York: Cambridge UP.*
- Vogel, S. K. (1996) *Freer Markets, More Rules: Regulatory Reform in Advanced Industrial Countries*. Ithaca, NY: Cornell UP.*
- Vogel, S. K. (2018) *Marketcraft: How Governments Make Markets Work*. New York: Oxford UP*.

(* this literature has a Japanese translation.)

Reference Books:

- Gallagher, M. and Michell, P. (eds) (2005) *The Politics of Electoral Systems*. Oxford: Oxford UP.
- Gaunder, A. (2017) *Japanese Politics and Government*. London: Routledge.
- McCargo, D. (2013) *Contemporary Japan* (Contemporary States and Societies). Basingstoke: Palgrave Macmillan.
- Mogaki, M. (2017) 'Governance, Japan', in Farazmand, A. (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Berlin: Springer.
- Moran, M. (2003) *The British Regulatory State: High Modernism and Hyper-Innovation*. Oxford: Oxford UP.
- Neary, I. J. (2019) *The State and Politics in Japan*, Second Edition. Cambridge: Polity.
- Stockwin, J. A. A. (2008) *Governing Japan: Divided Politics in a Resurgent Economy* [4th Edition]. Hoboken, NJ: Wiley-Blackwell.

Lecturer's Comments to Students:

Public policy illuminates the major social challenges in not only Japan but also other countries, both developed and developing. Contemplating this issue offers you clues to understand and address a variety of challenges in society including their future study, jobs, and lives.

Questions/Comments:

Students can ask questions to the lecturer by e-mail and in face-to-face sessions. In addition, the lecturer plans to offer the office hour in which students can ask questions on their essays, the contents of the lecture, and the literature.

JAPAN-AMERICA SHARED HISTORIES 2 credits (Fall)

日米関係史 2単位(秋学期)

Japan-America Shared Narratives

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

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

The US arose as the most powerful nation after World War II while Japan emerged as one of the most prosperous countries in the 1980s. Japan and the US share a history that spans centuries, though the relationship has seen many ups and downs. Both nations now cooperate in the areas of military security, information sharing, corporate management, global technology, professional networking, digital and print media, socio-economic systems, venture capitalism, ecological sustainability and cross-cultural awareness. Both nations also possess a strong work ethic which is responsible for their industrial development and national greatness. Though over the centuries there have been significant interactions between these two countries, it is only after the defeat of Japan in World War II and the signing of the San Francisco Peace Treaty in 1951, that Japan-US relationship enters a new phase. Since the late 1950s US presence in the Asia Pacific region increased and Japanese industrialization gained a fillip with IMF loans. In the 1980s trade relations between the two countries became rough due to Japanese protectionism but gradually it thawed. After the breakup of the Soviet bloc in 1989 the perceived threat from Russia diminished, but in recent years this has been replaced by the growing assertiveness of China. Today both nations are beset with political, economic and demographic problems but they still provide leadership and direction to the rest of the world. The attempt in the class will be to combine the strategies and methodologies of American Studies and Japanese Studies to understand the trajectories both nations have taken after World War II. We will try to understand key concepts, both American and Japanese, relating to freedom, welfare, civil rights, sovereignty, representation, democracy, religion, corporate governance, in order to create a composite intellectual and political culture based on the methodologies of cultural studies and social sciences. The emergence of a new global order, proliferation of the Internet and the rise of political leaders with a business background brings in new possibilities and challenges for both America and Japan. We will also study some key concepts that guide Japanese and American attitudes in personal and social life such as zoto and gift-giving, yugen and aesthetics, bushido and warrior spirit.

Students will get an opportunity to:

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

Course Plan:

- 1 Ideas of Nation and Interpretation of the Other—US and Japan. A brief discussion on Japanese amae or American independence`.
- 2 Japanese Dependence and American Independence—Industry, Education and Politics. Discussion of Japanese amakudari and American oligarchy`.
- 3 The US-Japan Security Treaty—American bases in Futenma, Iwakuni and Kaneda; Japanese-American Maritime Partnership and Chinese Muscular Politics—Conflict over natural resources and territory— attempts to control maritime and natural resources.
- 4 The Concept of Sovereignty in the US and Japan. A brief discussion of the do spirit of Japan. Feedback on assignments
- 5 Socio-Economic Systems of US and Japan. A brief discussion on American warrior spirit and Japanese bushido.
- 6 Japanese and American Immigration policies—strength and weakness. A discussion on the Protestant Christian work ethic and Japanese idea of gambaro.
- 7 Globalizing Higher Education through Academic Exchange Programs. A brief discussion on Japanese nemawashi and American consensus. A discussion on Fukuzawa's ideas on new education.
- 8 Japanese Keiretsu and American Corporate Governance— capitalism, protectionism, zaibatsu, post-war economic miracle, industrial organization, investment systems, banking and non-financial firms, Lehman Brothers Shock and Japanese financial system. A discussion of American aesthetics and Japanese yu-gen. Feedback on assignments.
- 9 Digital and Print Media—US and Japan.
- 10 Social and Professional Networking in Japan and United States. A brief discussion on hone to tatemae.
- 11 Constructing National Heroes—Yasukuni Shrine and Arlington Cemetery—Shintoism and enshrining the dead, American heroism and manifest destiny; Japanese Emperor system and American Christian identity. A discussion on danjyo kankei and male-female relations.

In class Project Presentation

- 12 Foreign Policy—Japan and US—Asia and the rest of the world, Foreign policy and economic growth, Democrats and Republicans, LDP (Jiminto) and DPJ (Minshuto); Henry Kissinger, Margaret Albright and Hillary Clinton on foreign policy. Read Burton Folsom's "Obama's Vision Through History" at the following website <http://spectator.org/articles/40632/obamas-vision-through-history>

In class Project Presentation

- 13 The Rise of Islam in the Anglo-American World and Japan--Political, Moderate and Radical Ideas connected with the theme. American and Japanese Literature--Ernest Hemingway and Haruki Murakami--a reevaluation.

In class Written test.

- Other Japanese Culture--Enigma or Soft Power A brief discussion on American gift-giving and Japanese zoto. Report and course evaluation. Feedback and assignment. Summing up.

Method of Evaluation:

Students' grades will be based on the following criteria:

1. End In-class Semester Project Presentation: (20% credit)
2. Final In-class Written Test: (40% credit)
3. Weekly Lecture Summary Reports (20% credit)
4. Attendance and Class Participation (20% credit)

Textbooks:

Students will be provided with material in class or via email in advance.

Reference Books:

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

Arase, David and Akaha, Tsueno (2011). The US-Japan Alliance: Balancing Soft and Hard Power in East Asia (The Nissan Institute/Routledge Japanese Studies Series). London: Routledge; ISBN-10: 0415679737

Lecturer's Comments to Students:

The course will require two hours of outside class reading per week as well as 30 minutes of homework preparation. Students will be expected to present seminar papers, conduct discussions in class, write reports on related topics and take a test at the end of the semester. This is an exciting new class and will provide you with relevant information about the shared histories and new directions in Japan-America relationship and partnership. We will study new things every week and listen to interesting people, whenever possible, about Japan and the United States. Feedback on assignments, presentations, and class reports will be provided in the fourth and twelfth week of the semester. The course will help you to understand other courses connected with Japan and America within the university curriculum. Students are expected to read the handout given to them in advance.

Questions/Comments:

Please submit all questions, comments, and assignments in class.

JAPANESE POLITICO-ECONOMIC DEVELOPMENT IN PERSPECTIVE: A HISTORICAL APPROACH 2 credits (Fall) 日本政治経済の発展を理解する・歴史的アプローチ 2単位 (秋学期)

With Emphases Given to Japan and its Security Environment

Professor, Graduate School of System Design and Management

TANIGUCHI, TOMOHIKO

システムデザイン・マネジメント研究科教授 谷口 智彦

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

1. The course being primarily for the SDMers, it is open to graduate students from across the Keio community. The language to be used throughout is solely English for whatever purposes. Note that the instructor, Professor at the Graduate School of System Design and Management, Dr TANIGUCHI, Tomohiko, is also a policy practitioner, who has been working with ABE, Shinzō, Prime Minister of Japan, as his primary foreign policy speech writer for more than eight years. The class should benefit from the knowledge his background has entailed but ought not to have any worry regarding political orientation, for the class will be run in an academically neutral manner, irrespective of his views.

2. The objectives of the course are so designed as would cater, again, to would-be systems engineers who are apt to pay little attention to path dependency, i.e., historical background, while giving only a limited amount of heed to the politico-economic environment that sets a boundary for any systems to be designed. And yet reading materials are chosen in such a way as would interest their instructor, first and foremost. He never uses the same syllabus more than once. It changes every year. He is of a view that without the instructor being intellectually stimulated s/he could hardly let the class stay equally interested. If that sounds worthy of your early morning commute -- sometimes you must be in the classroom by 9:00 -- , do come down (or up) to Hiyoshi to join the class from whichever campus you belong to.

3. As for the teaching method, the class will not be taught. Rather, they will read, make presentations, discuss and repeat that three-staged process more than 13 times. Depending on the size of the class, group discussions may not be infrequent. It will be among the most interactive English-only classes one finds across the Keio campi, which also bears an implication as regards how the participants would be graded, as described below.

4. Intended Learning Outcome: Below to be found include final thoughts submitted at the end of the semester last year by some of the participants of the class. One was an Australian graduate student, while the other a Singaporean.

I would like to finish this reflection with a brief word of thanks. Professor, I have thoroughly enjoyed the class discussions, presentations and the manner with which you conducted the classes, making an early morning class enjoyable. Your unique view on international events and the international political economy has been highly insightful and I have gotten a lot from both the class and your feedback on our reflections. Thank you Professor.

Thank you, Taniguchi Sensei, for a truthfully enlightening semester. Not to bootlick or anything but I honestly think that your class was my favourite this semester. I have learned so much from you and I think the most important thing is that you sparked curiosity and interest for political economy in me and you made me think and question things that I have never thought about before. There is still so much for me to learn and if there comes an opportunity to take your classes again in the subsequent semesters, rest assured that I will be there!

5. The class reads at least one short paper for each meeting. Topics for discussions -- note that the class will not be taught but to discuss -- are selected as would reflect the interest of our times: China's rise, whither US hegemony, and the like.

Given the nature of the topics chosen for discussions, Chatham House Rule rules, that is to say, while it is allowed to cite the opinions and views expressed in the class, it is forbidden to cite who said what. The rule applies to the worlds both real and cyber. Be mindful that this is only to maximize our freedom of class-room discussions.

Before Each Meeting:

An assigned reader (or an assigned pair of readers) prepares a brief slide presentation, in which 1) the gist of the topic to be discussed; 2) what is to be of particular note; and 3) some of the questions the reader wishes the class should address ought to be described. A long summary often makes one bored -- you might want to note.

After Each Meeting:

Within 48 hours since the end of the meeting each participant should send to the instructor an essay of 500 to 700 words depicting what s/he has taken away from the meeting, what further to be discussed, and the like via Keio SDM e-learning site.

Course Plan:

- 1 Introduction: The class learns more in detail who their instructor is like and how the class proceeds. A brief sketch on how the discipline of international political economy (IPE) was born as well as how it has grown will also be given.
- 2 Currency and coercion: We will begin our IPE discussions by looking at how currency, that is a means for financial transactions, could work also as a tool for coercive diplomacy by reading a paper. We will earn a view that rarely could we separate politics from economy, or vice versa.
- 3 Burden of power: To see even further the interplay between money and power we will see what occurred between the U.S. and its European allies in the early post WWII era.
- 4 The First Big Question (1): The class will deal with the first big question on which scholars of international relations focused their attentions before inaugurating an independent branch of IPE, that is to say, whither the hegemonic status of the U.S. currency.
- 5 The First Big Question (2): HIRANO is a surname hardly uncommon in Japan. What is the unique difficulty someone with that family name could encounter whenever settling dollar denominated financial transactions, such as one for a purchase of a book at the U.S. based amazon.com?

- 6 Strategic Rivalry of the 2020s (1): Like it or not we are all in a world where Sino-U.S. strategic rivalry flows as an undercurrent and sets the tone of basso continuo of any discussions. Over five consecutive meetings, we will look at the phenomenon from multiple viewpoints. First, has American economic power really declined? We will read two papers in that regard.
 - 7 Strategic Rivalry of the 2020s (2): What was behind America's abrupt shift of views toward China? We will read a paper entitled "Beating the Americans at their Own Game."
 - 8 Strategic Rivalry of the 2020s (3): How has Japan responded to the conflict over primacy? We will focus our discussions on the country's military policies by reading two papers.
 - 9 Strategic Rivalry of the 2020s (4): Perspectives from Australia should enrich our discussions on the subject matter. We will read one paper to that end.
 - 10 Strategic Rivalry of the 2020s (5): They say that China could grow old before it gets rich. How much truth does this prescription bear? We will read a paper heavily focused on demographic imperatives to answer the question.
 - 11 Interlude: To wrap up our discussions on hegemonic rivalries our eleventh meeting will be entirely for questions and discussions. Your instructor will be more than willing to discuss whatever questions you may wish to raise.
 - 12 Power of technology (1): The hegemonic power of the U.S. has for some time rested on the power of technology provided chiefly by Silicon Valley that centres around Stanford University. Why Silicon Valley, and nowhere else, by the way? To tackle that puzzling question should lead us to see the entanglement among many elements from law to sheer technology. The class will learn yet another angle through which one can better grasp how the U.S. has maintained its power over the rest of the world.
 - 13 Power of technology (2): To further our discussions on power and technology we will read a paper aptly titled "Does the Internet Need a Hegemon?"
- Other We plan to have the 14th and the 15th meetings. Topics to be discussed will be determined later.

Method of Evaluation:

A non-negotiable principle of "three strikes and you're out" holds, that is to say, if you are absent from our weekly class meetings, excepting the first introductory session, for a total of three times, you are automatically going to be given NO credit. Again, be reminded that it is non-negotiable. The class proceeds in a manner that is highly interactive, which is the reason why the second principle, again non-negotiable, also holds, that is that you are urged to "speak out or go out." There will be no place in our meetings for a shy, silent lurker.

What grade you will obtain at the end of the semester hence depends on: 1) how actively you not only participated in but also led the class discussions; and 2) how rich your presentations and feedbacks were, with weight of 50% and 50% each given to the two above.

There will be a plenty of opportunities for you to make presentations, but no requirement for a mandatory paper, mid-term, or end-of-the-term. Instead, you will send your feedback and/or takeaways to the tutor, via the Keio SDM e-learning site, within 48 hours from the end of each meeting, to which your tutor will write back. What grade you will obtain at the end of the semester hence depends on 1) how actively you not only participated in but also led the class discussions and 2) how rich your feedback was, with weight of 50% and 50% each given to the two above.

Textbooks:

Kirshner, "Currency and Coercion in the Twenty-First Century," in David Andrews ed., *International Monetary Power*

Abelshauser, "The Burden of Power: Military Aspects of International Financial Relations During the Long 1950s," in Flandreau, et. al., ed., *International Financial History in the Twentieth Century*

Cohen, "The Meaning of Monetary Power," paper prepared for a conference on International Monetary Power, European University Institute, Florence, Italy, May 2004.

Dzina, "Assessing the Dollar's Status as a Reserve Currency," Commentary, The National Bureau of Asian Research, January 6, 2020

Goldberg and Lerman, "The U.S. Dollar's Global Roles: Where do Things Stand?" Liberty Street Economics web-based commentary, February 11, 2019

Farrell and Newman, "Weaponized Interdependence (Draft)"

Starrs, "American Economic Power Hasn't Declined -- It Globalized! Summoning the Data and Taking Globalization Seriously," in *International Studies Quarterly*, Vol. 57, No. 4 (December 2013), pp. 817-830

Saull, "Rethinking Hegemony: Uneven Development, Historical Blocs, and the World Economic Crisis," in *International Studies Quarterly*, Vol. 56, No. 2 (June 2012), pp. 323-338

Work and Grant, *Beating the Americans at their Own Game: An Offset Strategy with Chinese Characteristics*, CNAS

Heginbotham and Samuels, "Active Denial: Redesigning Japan's Response to China's Military Challenge," in *International Security*, Volume 42, Number 4, Spring 2018, pp. 128-169

Koga, "Japan's 'Free and Open Indo-Pacific' Strategy: Tokyo's Tactical Hedging and the Implications for ASEAN," in *Contemporary Southeast Asia: A Journal of International and Strategic Affairs*, Volume 41, Number 2, August 2019, pp. 286-313

Tow, "President Trump and the Implications for the Australia - US Alliance and Australia's Role in Southeast Asia," in *Contemporary Southeast Asia: A Journal of International and Strategic Affairs*, Volume 39, Number 1, April 2017, pp. 50-57

Brooks, et. al., "The Demographic Transition Theory of War: Why Young Societies Are Conflict Prone and Old Societies Are the Most Peaceful," in *International Security*, Volume 43, Number 3, Winter 2018/2019, pp. 53-95

Gilson, "The Legal Infrastructure of High Technology Industrial Districts: Silicon Valley, Route 128, and Covenants Not to Compete," in *New York University Law Review*, Volume 74, Number 3, June 1999, pp. 575-629

Fleming, "Managing Creativity in Small Worlds," in *California Management Review*, Volume 48, Number 4, Summer 2006, pp. 6-27

Rovner and Moore, "Does the Internet Need a Hegemon," in *Journal of Global Security Studies*, 2(3), 2017, pp. 184-203

Lecturer's Comments to Students:

Language: English (both for class-room discussions and for papers)

Calendar: Changes NOT INFREQUENT.

Of Note: The instructor often accompanies the Prime Minister for his journeys abroad. When it is necessary to supplement the cancelled meeting, he might request that you come not at 10:45 a.m. but at 9:00 to make it a "doubleheader."

In order for you not to miss the changes of calendar you must be alert of the notices you will get from the Keio SDM e-learning system.

Strictly for your instructor to better remember who is who in the class, each one of the participants is requested that s/he send to the instructor a high-resolution facial picture, with self-introductory remarks at the earliest stage of the class.

Facebook: Apart from your feedback mentioned above, which you will use Keio SDM e-learning site to send to your tutor, urgent notices and lively exchanges of views and thoughts will be pronounced on our facebook timeline pages, to be launched at the beginning of the course. Joining the group is mandatory. You are requested to send your e-mail account, with which you log on to facebook, to your tutor so that you will be invited to the group.

Changes to the Calendar: They are NOT INFREQUENT. Notices of the changes will be pronounced both on our facebook pages and from the school's administration.

Questions/Comments:

Of special note: The class meets, unless otherwise notified, between 10:45 and 12:15 on each Tuesday. Be reminded though that when exactly the class will gather for the first meeting is yet to be determined. It might well start as a "double header," starting at 9:00 and ending at 12:15. You must check with the syllabus to be uploaded near the end of September on the SDM web pages. Or else call SDM Admin at: +81 (0)45 564 2518 for more.

Also, in order to enter the classroom you need an entry card, which is obtainable also at the Admin mentioned above.

**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
特任准教授 (非常勤) 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.

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"
- 2 Conducting a Feasibility Analysis and Designing a Business Model
Readings:

"Working in Japan: Views on entrepreneurship and start-ups are changing"
- 3 Crafting a Business Plan and Building a Solid Strategic Plan
Readings:
"A Circus Strategy"

4 Forms of Business Ownership and Buying an Existing Business

- Readings:
"The Presentation"
"Buying Dad's Business"
"Seller's Remorse"

5 Case Study Session 1

- Reading:
"Icedelights", by Michael J. Roberts

6 Exam on sessions 1 to 4

7 Franchising and the Entrepreneur

- Readings:
"The Opportunity of a Lifetime"
"Subway Got Too Big. Franchisees Paid a Price"

8 Building a Powerful Bootstrap Marketing Plan

9 Pricing and Credit Strategies

- Readings:
"Pricing Exercises"
"What Consumers - and Retailers - Should Know about Dynamic Pricing"

10 Creating a Successful Financial Plan

11 Exam on sessions 7 to 10

12 Managing Cash Flow

13 Business Plan Presentations

Other Business Plan Presentations

Review

Method of Evaluation:

Participation (10%). 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.

Group Case Study Report and Presentation (15%). In groups of 2-4, you will present the issues, options, and recommendations for the case IceDelights in a 10-minute presentation. The report will address specific questions and should be about 3 page-long.

Written Exam (2 exams, 15% each). There will 2 written exams that will cover specified elements of the course, including the concepts, cases, exercises, and discussions]

Business Plan (30%). 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.

Required case

"Icedelights", by Michael J. Roberts

Revision Date: July 31, 2003; Publication Date: February 27, 1998, Product #: 898196-PDF-ENG; Length: 27 pages; Available for purchase at: <http://hbsp.harvard.edu/>

Reference Books:

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.

JAPANESE ECONOMY 2 credits (Spring)
ジャパニーズ・エコノミー 2単位(春学期)

Professor, Graduate School of Business and Commerce
UEDA, EIMON

商学研究科教授 上田 衛門 (フジタ・チェアシップ基金)

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

This course is provided for studying macro-economic features of the Japanese economy such as its growth, inflation, exchange rates, fiscal balance and external balance. The objective of the course is to understand and discuss monetary and fiscal policy responses to those macro-economic developments, taking due account of the emerging issues caused by ageing and declining population. The contents of lectures are structured on the basis of the experience of the professor in charge as an official serving the Japanese government for an extended period of time.

Course Plan:

- 1 Introduction
 - 2 Overview of the Japanese Economy from 1946 to Today
 - 3 Reconstruction and the High-speed Growth Era (1946-70)
 - 4 Middle-speed Growth Era and the Bubble Economy (1971-90)
 - 5 The Burst of the Bubble and the Financial Crisis (1991-2000)
 - 6 Deflation and the International Financial Turmoil (2001-2013)
 - 7 What is Abenomics?
 - 8 Issues of Economic Growth
 - 9 Issues of Deflation and Monetary Policy
 - 10 Issues of Fiscal Policy and Public Debt
 - 11 Issues of Labor Markets
 - 12 Issues of Exchange Rate, Trade, Balance of Payments and Foreign Investment
 - 13 Wrap-up discussion
- Other Extended discussion on the subjects above

Discussion on topical issues

Method of Evaluation:

Evaluation will be based on a term paper and class participation.

Textbooks:

PowerPoint slides will be used and distributed. External material would be used as well.

Lecturer's Comments to Students:

Students are encouraged to participate actively in class discussions.

Questions/Comments:

Questions will be answered during class, by appointments or via e-mails.

ASIA-JAPAN ECONOMIC RELATIONS 2 credits (Spring)
アジアと日本の経済関係 2単位(春学期)

アジアと日本の経済関係 (Asia-Japan Economic Relations)

Lecturer HAYASHI, HIDEKI
講師 林 秀毅

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

This course offers the basic knowledge on the Asia-Japan Economic relations. It covers not only the theoretical aspects but on practical aspects, such as the economic policies, the corporate strategies and the financial markets. In addition to the economic aspects, the political and social aspects of the relations are mentioned when necessary.

As it is expected to be a small class, composed of Japanese and International students, active questions and comments by students are welcome. Each lecture starts with giving the remarks on the main topics. Then the additional information such as various data is mentioned. In most lectures the case studies on successful Japanese companies in Asia are introduced for discussion. The guest speakers, such as the diplomats or researchers from Asian countries may be invited.

Course Plan:

- 1 Introduction: Where are we standing now?
- 2 The historical development of ASEAN-Japan Economic Relations
- 3 The ASEAN Economic Community (AEC) (1) : 2015 and after

- 4 The ASEAN Economic Community (AEC) (2) : Comparison with the EU
 - 5 Case Studies : Japanese companies in Asia (Toyota etc.)
 - 6 Singapore : Can the virtual, small economy remain the winner?
 - 7 Thailand and Malaysia : Can they overcome 'the trap of middle income'?
 - 8 Indonesia and the Philippines : Can the potential economic power be realized?
 - 9 Vietnam, Myanmar, Cambodia, and Laos : Can they become the 'China+1' or the 'Thai+1'?
 - 10 Case Studies : Japanese companies in Asia (Mitsui Co.etc)
 - 11 East Asia : How is the ASEAN+3 Framework working?
 - 12 China : Will China continue to develop the new industry? - Comparison with India-
Case Studies : Chinese Companies (Inbound business)
 - 13 Korea : Can it survive if it maintains the similar industrial policy with Japan?
Case Studies : Korean Companies (High technologies)
- Other Conclusion: Will Asia-Japan Economic Relations develop further?
Students'group presentation on Case Studies

Final examination will be held during the examination period.

Method of Evaluation:

Attendance and comments in the class : 40%

Interim Report : 30%

Final Exam : 30%

Textbooks:

Before each lecture the power point file will be prepared and uploaded in Keio.jp. During the class the additional articles and the papers may be delivered as the handouts.

Reference Books:

• Takashi Shiraishi and Takaaki Kojima 'ASEAN-Japan Relations'(Singapore,IDEAS,2013)

Available Online at Keio library (<https://ebookcentral.proquest.com/lib/keio/detail.action?docID=1650571>)

• Ulrich Volz, Peter J. Morgan and Naoyuki Yoshino,'The Routledge handbook of banking and finance in Asia'.

(London ; New York : Routledge, Taylor & Francis Group, 2019), Available Online at Keio

library(<https://ebookcentral-proquest-com.kras1.lib.keio.ac.jp/lib/keio/detail.action?docID=5569545>)

Lecturer's Comments to Students:

High level of skills or command of English is not required from the start if you have the intention to improve. Any students who are keen to study Asia and Japan are welcome.

Questions/Comments:

Anytime during the class,also by e-mail.

HUMAN RESOURCE MANAGEMENT IN THE ASIA PACIFIC REGION 2 credits (Fall)

アジア太平洋地域における人的資源管理 2単位(秋学期)

Understanding the human operations of enterprises.

Lecturer DRUMMOND, DAMON
講師 ドラモンド, ダイモン

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

Class members will learn the key concepts in building, maintaining and sustaining human resource management in an Asia Pacific environment (HRM AP) by learning HRM functions in business and how it impacts upon the enterprise. This course uses a member centered interactive approach as far as possible.

The objectives of this course are to:

- 1 Enable students to understand how HRM is a key function of organizations especially within the context of HRMAP.
- 2 Develop the students knowledge and awareness of the nature of HRM inter-relationships and principles for AP.

3 Learn how to implement principles as an HRM AP practitioner.

- Standards to be achieved.

To achieve this, it will be essential for members to first attain a solid understanding of the fundamentals of HRM principles and processes. For many this will be new learning and require commitment.

Course Plan:

- 1 Introduction to members, course content and associated materials.
Team allocations. Schedule for each week explained and work allocated. Introduction to human resource simulation. Collection of funds for materials, etc. This class is essential attendance.
- 2 Review of human resources framework, history and people culture.
- 3 The Manager's Role in the Strategic Functions of HRM and Cross Cultural Comparisons
- 4 Introduction to Life Cycle of HRM, job analysis
- 5 Talent management, selection and organisational recruitment in context
- 6 HRM assessment tools and job interviewing techniques
- 7 Talent management, Considerations for training and development
- 8 Performance management, appraisal and varying approaches
- 9 Compensation, Incentives and Benefits
- 10 Labour relations and the law
- 11 Safety, Health and Welfare of HRM
- 12 HRM AP into the future
- 13 Board of Directors presentations of HR team role play simulation results and learning achievements.

Other Final review

The program is subject to change and to be confirmed in the 1st week of classes. E&OE

Method of Evaluation:

- a) 12% Weekly Class and alternate discussion participation (Individual)
. Assigned topic discussions
 - b) 38% Weekly Class Assigned Case Paper hand-ins (Individual)
. Topic assignments about 3-5 pages each topic,
 - c) 10% Class Leadership Assignments (Team and class peer scored)
. Class exercise presentation and team feedback summary, 3-5 pages once or twice
 - d) 40% Final Consultant Presentations and Report, 20-25 pages (Team and class peer scored)
. Class presentation of HR team simulation results and learning outcomes.
- 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.
- 3) Peer review includes ratings of other class members of your team performance and impacts upon your individual assessment for that section of work.
- 4) The above is subject to change and to be confirmed in the 1st week of classes. E&OE.
- 5) Members must be successful in each section of grade assessment to complete.

Textbooks:

Dessler, S., 2016, Human Resources Management, 14e Pearson ISBN 9781292018430

Saha J., Rowley C., 2014, Changing Role of the Human Resource Profession in the Asia Pacific Region, Chados Publishing ISBN 9780857094759

(Required sections will be supplied by the lecturer.)

Reference Books:

Asia Pacific Journal of Human Resources, OCLC number 52029127
Budhwar, P.H., 2004, Managing Human Resources in Asia-Pacific, Routledge ISBN 0415300061

Connell, J., Teo S.,(Eds) (2011). Strategic HRM : contemporary issues in the Asia Pacific region, 1st e, Tilde University Press, ISBN 9780734610805

Hempel. P., Drummond, D., (2019). Japanese Performance Management, Humsn Resource Management

Keeley, T.D., 2001, International Human Resources Management in Japanese Firms, Pelgrave

Shen, J., Edwards, V., (2006), International Human Resources Management in Chinese Multinationals, Routledge, ISBN 978415649261

Rowley, C., Sohn, T.W., Bae, J.S., (Eds) (2002), Managing Korean business: organization, culture, human resources and change, Studies in Asia Pacific business, London.

Tarique, I., Briscoe, D., Schuler, R., (2016). International Human Resource Management, 5e, Routledge ISBN 9780415710534

Warner, M., (2009). Human Resource Management with Chinese Characteristics, Routledge, ISBN 9780415457668

Warner, M., (2011). Confucian HRM in Greater China, Routledge, ISBN 9870415609784

- The course will also utilise the interpretive.com/HRM role play software at a cost (See below).

- Other references to be supplied in class.

Lecturer's Comments to Students:

It is EXPECTED that all members attend and participate in the 1st week of class!!

Participation and personal performance on in-class exercises and discussions will be viewed as marks for assessment performance. 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.

In this subject you are expected to spend in-class time plus double that for out of class time per week completing out of class reading, class preparation and assignments.

Every member must at least successfully complete each part of the assessment to be overall successful in the course.

Written submissions style:

The style guide for all written submissions should be based upon a modified version of that set out in the Academy of Management style guide, refer: aom.org/publications/amj/styleguide/ or, close to Harvard or Chicago style sheets. Written assignment should be A4 word.doc in 12 point, 1.5 line format is the guide for documents. Name written top right of front page and page numbered at the bottom of page. Line One should iterate clearly the exercise heading and/or related assignment. Multiple pages should be stapled top left.

Teaching Methodology:

In order to further facilitate knowledge building, this class is designed around a series of individual and team exercises. The seminar approach will be utilized. Class time will be devoted to action interactive learning using case study, in class discussions, impromptu presentations and more formal presentation reporting.

In order for this approach to work, it will be necessary for the students to complete assigned readings and assignments BEFORE class. This work is individual and ongoing.

Assigned topic readings will provide the basis for much of the in-class discussions. Members should demonstrate their ability to research materials outside those provided to achieve top assessment grades.

The course will focus primarily upon the application of knowledge acquired in the various industry specialty topics plus applications of this knowledge to develop critical thinking.

As mentioned a HR role play simulation will be used in parallel to class to enhance learning. There is a student cost of about US\$34 associated with the simulation that will be collected in yen equivalent at first class.

Therefore, the course will be comprised of three student centered elements:

- 1) Readings to give a strategic perspective on HRM AP issues,
- 2) Analysis of what companies have done in meeting agenda needs. And,
- 3) Discussion and interactive action learning on an ongoing basis.

The course is busy but extremely rewarding.

Questions/Comments:

Many members who take this course have not completed any other HRM course elsewhere so it is necessary to begin building the foundations as we move forward. This is a management course taught keeping in mind Global university standards for accreditation with HR Society amongst, other international bodies.

Any queries or comments may be addressed to the facilitator, Damon Drummond by email to damondrummond@mac.com or, the keio.jp account.

**EUと日本の経済関係(EU-JAPAN ECONOMIC RELATIONS)
2 単位 (秋学期)**

A New Partnership for the Twenty-First Century?

講師 林 秀毅

授業科目の内容・目的・方法・到達目標:

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 the text 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. Guest speakers from EU Commission, Universities in Europe and Asia may also be invited. In each lecture, Powerpoint will be used.

As it is expected to be a small class, composed of Japanese and International students, active questions and comments by students are welcome. Japanese students are also welcome, especially those are interested in Europe. Students are supposed to submit comment sheet at the end of every class. Still, the command of English do not matter for the time being, if you wish to improve.

授業の計画:

- 1 Part 1.Chapter 1 Introduction: Assessing Bilateral Relations
- 2 Chapter 2 Developing Cooperation 1950s-80s
- 3 Chapter 2 Developing Cooperation 1950s-80s
- 4 Chapter 3 Japan and its Changing Views of Europe
- 5 Chapter 4 European Integration and its Changing Views of Japan
- 6 Chapter 4 European Integration and its Changing Views of Japan
- 7 Chapter 5 The 1990s and a New Era in Japan-EU Relations
- 8 Chapter 6 Cooperation in Regional Forums
- 9 Chapter 7 Addressing Global Agendas
- 10 Chapter 8 Conclusions: A Partnership for the Twenty-first Century
- 11 Part 2.Germany, France and Benelux
- 12 Italy, Spain, Portugal and Greece
- 13 UK,Ireland, Nordic Countries

その他 Conclusion and Review for the whole course

成績評価方法:

Attendance and comments in the class : 40%

Interim Report : 30%

Final Exam : 30%

テキスト(教科書):

Before each lecture the power point file will be prepared and uploaded in Keio.jp. During the class the additional articles and the papers may be delivered as the handouts.

参考書:

Jörn, Keck, Vanoverbeke, Dimitri and Waldenberger, Franz, 'EU-Japan Relations, 1970-2012, from confrontation to global partnership' (London ; New York : Routledge, 2013). Available Online at Keio library (<https://bookcentral-proquest-com.kras1.lib.keio.ac.jp/lib/keio/detail.action?docID=1170321>)

Harald Badinger and Volker Nitsch.Badinger, Harald,Nitsch, Volker'Routledge handbook of the economics of European integration'(Abingdon, Oxon : Routledge, 2016)

質問・相談:

Anytime during class, also by e-mail.

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

Project Assistant Professor, Faculty of Law

ORTOLANI, ANDREA

法学部特任講師 オルトラーニ, アンドレア

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 played in the Japanese legal system, and an overview of the most important cases it decided.

Depending on the participants' interests and on the circumstances, 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.

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 mandatory 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 2 micro-exams.

Questions/Comments:

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

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)

Lecturer
講師 飯野 文

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 A report assignment 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.

LAW AND DEVELOPMENT IN EAST ASIAN COUNTRIES

2 credits (Fall)

東アジアの開発と法 2 単位 (秋学期)

The Role of Law for Economic, Political and Social Development in East Asian Countries

Professor, Graduate School of Law School MATSUO, HIROSHI
法務研究科教授 松尾 弘

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

This course aims to analyze the role of legal reform for the development process in East Asian countries. It will analyze the process of the legal development (or the rule of law promotion including Access to Justice) in East Asian countries. Then it will investigate the relation between the legal development and the economic, political and social development with special attention to the strength of informal and indigenous institutions which have originally developed in those countries and the globalization impact which have been influencing them.

Course Plan:

- 1 Introduction and Guidance

- 2 The legal system and the economic, political and social development in Japan (1)
Topic: Are there any unique combinations between law, politics and economics in Japan?
 - 3 The legal system and the economic, political and social development in Japan (2)
Topic: What are the features of the Japanese legal system and how do they influence economic, political and social developments?
 - 4 The legal system and the economic, political and social development in Japan (3)
Topic: What is the current situation of access to justice in Japan and the future direction of its development?
 - 5 The legal system and the economic, political and social development in Korea (1)
Topic: What are the roles of law and politics in the economic development in Korea?
 - 6 The legal system and the economic, political and social development in Korea (2)
Topic: What is the relation between the economic growth and democracy promotion in the rapid development process after the World War II in Korea?
 - 7 The legal system and the economic, political and social development in Taiwan
Topic: What are the features of the Taiwan legal system and its relation with economic development?
 - 8 The legal system and the economic, political and social development in Hong Kong SAR
Topic: How has the legal system developed in relation to the economic development in Hong Kong SAR?
 - 9 The legal system and the economic, political and social development in China (1)
Topic: What are the features of Chinese legal development and its relation with economic growth and democracy promotion?
 - 10 The legal system and the economic, political and social development in China (2)
Topic: What are the features of Chinese legal development and its relation with economic growth and democracy promotion?
 - 11 The legal system and the economic, political and social development in Mongolia
Topic: How is the traditional nomadic society changing with the political intervention, economic growth and democracy promotion and how is the legal system reformed and working for the more sustainable development?
 - 12 The theory and practice of Law and Development (1): the relation between legal system and economic, political and social development
Topic: Does economic development have a causal relation with (the rule of) law?
 - 13 The theory and practice of Law and Development (2): An analysis of the East Asian Miracle and the Asian financial crisis from the viewpoint of law and development
Topic: What is the role of government and law in East Asian economic development?
- Other The theory and practice of Law and Development (3): The reception of the Western legal systems (Civil Law and Common Law system) into Asian countries
Topic: Do legal origins (such as Common Law and Civil Law) matter for economic, political and social development in East Asian countries?
Summary and Discussions
Topic: What are the features of the relation between law and development in East Asian countries?

Preparation for the final essay

Method of Evaluation:

Evaluation is based on an attendance (20%), a short (informal) presentation (10%), and a final essay of around 3000 words (70%). The essay topic can be a country report on the relation between the legal, economic, political and social development in East Asian countries or a comparative study of them.

Textbooks:

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

Reference Books:

- Lawrence MacDonald (editor), John Page, Nancy Birdsall, Ed Campos, W. Max Corden, Chang-Shik Kim, Howard Pack, Richard Sabor, Joseph I. Stiglitz, *The East Asian miracle: economic growth and public policy*, Oxford University Press, 1993.

- Masahiko Aoki, Hyung-Ki Kim and Masahiro Okuno-Fujiwara, *The Role of Government in East Asian Economic Development: Comparative Institutional Analysis*, Oxford University Press, 1996.

- Albert Fishlow, Catherine Gwin, Stephan Haggard, Dani Rodrik and Robert Wade, *Miracle or Design?: Lessons from the East Asian Experience, Overseas Development*, 1996.

- Katharina Pistor and Philip A. Wellons (eds.), *The Role of Law and Legal Institutions in Asian Economic Development 1960-1995*, Oxford University Press, 1999.

- Kanishka Jayasuriya (ed.), *Law, Capitalism and Power in Asia: The rule of law and legal institutions*, Routledge, 1999.

- Christopher Antons (ed.), *Law and Development in East and Southeast Asia*, Routledge Curzon, 2003.

- Randall Peerenboom (ed.), *Asian Discourses of Rule of Law: Theories and implementation of the rule of law in twelve Asian countries, France and the U.S.*, Routledge Curzon, 2004.

- Kenneth Dam, *The Law-Growth Nexus: The Rule of Law and Economic Development*, Brookings Institution Press, 2006.

- 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）[Hiroshi Matsuo, *Good Governance and the Rule of Law: A Challenge of Law and Development*, Nihonhyoronsha, 2009.]

- 松尾弘『開発法学の基礎理論：良い統治のための法律学』（勁草書房，2012）[Hiroshi Matsuo, *Basic Theory of Law and Development: Jurisprudence for Good Governance*, Keisoshobo, 2012.]

- 松尾弘『発展するアジアの政治・経済・法——法は政治・経済のために何が出来るか』（日本評論社，2016）

[Hiroshi, Matsuo, *Politics, Economics and Law for developing Asia: What Can Law Do for Development*, Nihonhyoronsha, 2016.]

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.

Questions/Comments:

Questions and comments are welcomed at any time.

INTRODUCTION TO JAPANESE LAW 2 credits (Fall)

日本法への入門 2単位(秋学期)

History and current characteristics of the Japanese legal system

Project Assistant Professor, Faculty of Law

ORTOLANI, ANDREA

法学部特任講師 オルトラーニ, アンドレア

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

This course will present the history and the main characteristics of the Japanese legal system.

The first lessons will present the historical background of the Japanese legal system, focusing on the reception of Western law in the Meiji period, and on the consolidation of the legal system in the XX century.

The second part will present some key aspects of current Japanese constitutional law, private law, criminal law and procedure.

Depending on the circumstances, one class might involve a field trip to an institution analyzed during the classes (a prison, the Parliament, etc.).

Course Plan:

- 1 Introduction
- 2 Japanese law before 1868
- 3 Meiji Restoration and the reception of Western law

- 4 The Meiji Constitution and the Civil Code of Japan
- 5 The Constitution of 1947: fundamental principles, rights and duties of the people
- 6 The Constitution of 1947: The Parliament, the Government of Japan
- 7 Legislative procedure; the Cabinet legislation bureau
- 8 The Japanese judiciary, the Supreme Court and judicial review
- 9 History of criminal law and procedure
- 10 Modern criminal law and procedure
- 11 Private law
- 12 Family law
- 13 Environmental law

Other Makeup class

Method of Evaluation:

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

Details about the evaluation standards will be explained in the first lessons.

Textbooks:

There is no mandatory textbook.

Mandatory reading materials will be provided by the instructor through the Class Support System.

Reference books will be regularly mentioned during the classes.

Reference Books:

Curtis J. Milhaupt, J. Mark Ramseyer, Mark D. West, *The Japanese legal system: Cases, Codes, and Commentary*, (2nd ed), New York, Foundation Press/Thomson Reuters, 2012.

Hiroshi Oda, *Japanese Law*, (3rd ed) Oxford, Oxford University Press, 2009.

Daniel H. Foote (ed. by), *Law in Japan: A Turning Point*, Seattle, University of Washington Press, 2007.

Lecturer's Comments to Students:

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

Knowledge of the Japanese language and a background in law are welcome, but not required to follow the classes.

Questions/Comments:

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

JAPANESE COMPETITION POLICY 2 credits (Fall)

日本の競争政策 2単位(秋学期)

Introduction to competition law and policy in Japan

(日本の競争法及び競争政策に関する基礎知識)

Lecturer YAMADA, HIROSHI

講師 山田 弘

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

This course is intended for providing introductory knowledge of competition law and policy, which is basic principle for the business in Japan.

(本科目は、日本におけるビジネス上の基本原理である競争法及び競争政策に関する初歩的な知識を提供することを目的としている。)

Course Plan:

- 1 History of competition policy in Japan [1930- 1980]
(日本の競争政策の歴史[1930年代~1980年代])
- 2 History of competition policy in Japan [1990-]
(日本の競争政策の歴史[1990年代~])
- 3 Principles and terminology of Anti-monopoly Act
(独占禁止法の基本概念及び用語)
- 4 Private monopolization (1) [statutory interpretation]
(私的独占[解釈])
- 5 Private monopolization (2) [case study]
(私的独占[事例研究])
- 6 Unreasonable restraint of trade (1) [statutory interpretation]
(不当な取引制限[解釈])
- 7 Unreasonable restraint of trade (2) [case study]
(不当な取引制限[事例研究])
- 8 Unfair trade practices (1) [statutory interpretation]
(不正な取引方法[解釈])
- 9 Unfair trade practices (2) [case study]

(不公正な取引方法[事例研究])

- 10 Merger Regulation (1) [Statutory interpretation]
(企業結合規制[解釈])
- 11 Merger Regulation (2) [Analytical framework]
(企業結合規制[分析手法])
- 12 Merger Regulation (3) [Analytical framework-2 and Case study]
(企業結合規制[分析手法(その2)及び事例研究])
- 13 Enforcement of Anti-monopoly Act
(独占禁止法の執行)

Other Not in particular
(特になし)

Method of Evaluation:

1. Participants' performance is evaluated by contribution to the class, e.g. attitude of attendance at each session, degree of participation to discussion, etc. (No examination is scheduled.)

2. Achievement of assignments which may be imposed to check comprehension is also subject to evaluation.

(講義への貢献度[講義への出席状況、議論への参加態度等]によって評価が行われる。試験は予定していない。理解度を測るために課題を課されることがあるが、その作成状況も評価の対象となる。)

Textbooks:

No textbook is used. Lecturer provides hand-out materials with participants in each session. They are to be posted on the intranet (keio.jp) afterward.

(教科書は用いない。講師は、毎回、配布用資料を用意する。この資料は、後日、keio.jp のイントラネット上でも閲覧可能となる。)

Reference Books:

Not in particular.

(特になし)

Lecturer's Comments to Students:

Not in particular.

(特になし)

Questions/Comments:

Students can contact the lecturer by e-mail. Address will be informed in the class.

(電子メールを通じて講師とコンタクトをとることは可能である。アドレスは、講義中に伝えられる。)