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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"

Lecturer HISHIYAMA, YUKO  
講師 菱山 裕子

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**Course Description:**

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.

**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.

**Course Plan:**

- 1 Introduction to Classes
- 2 The Self-portrait  
Students will express themselves, using any materials either in 2D, 3D, or even as an installation. After accumulating various experiences in Japan, in their own countries and others. Deconstruct each item thoroughly, using all their items, that is, construct it in their own way. Students are encouraged to emphasize originality in their work. Studio work. Then, presentation.
- 3 The Self-portrait  
Students will express themselves, using any materials either in 2D, 3D, or even as an installation. After accumulating various experiences in Japan, in their own countries and others. Deconstruct each item thoroughly, using all their items, that is, construct it in their own way. Students are encouraged to emphasize originality in their work. Studio work. Then, presentation.
- 4 Commercials, advertisements, shop sign/designs, etc. in Japan.  
Small trip to Shitamachi area. Research and sketch/photo shooting. Visiting artists' studio or exhibition. Discussion with artists. Study of commercials, advertisements, shop sign/designs, etc. in Japan. Research trip outside of class time. Date to be announced. Making a book with the recorded photo images, sketches, illustration, and drawings.
- 5 Food in Japan, townscape in Japan  
Small trip to Shitamachi area. Research and sketch/photo shooting. Research trip outside of class time. Date to be announced. Making a book with the recorded photo images, sketches, illustration, and drawings.
- 6 Learning a technique of bookbinding structure for books in Japanese style.  
A method of binding books with thread. Making a book with the recorded photo images, sketches, illustration, and drawings, from the former small trip. Studio work.
- 7 Learning a technique of bookbinding structure for books in Japanese style.  
A method of binding books with thread. Making a book with the recorded photo images, sketches, illustration, and drawings, from the former small trip. Studio work.
- 8 Japanese handicrafts: A  
Experience at traditional crafts workshop. Making artwork with traditional crafts technique. To study traditional technique, understanding of craftsmanship. Visiting workshop outside of class time, making Japanese traditional crafts. Date to be announced.
- 9 Japanese handicrafts: B

Experience at traditional crafts workshop. Making artwork with traditional crafts technique. To study traditional technique, understanding of craftsmanship.

Visiting workshop outside of class time, making Japanese traditional crafts. Date to be announced.

- 10 Japanese architecture, design in Japan  
Students study a Japanese architecture and his works. Research and understanding of designs in Japan. Write a report. Then, presentation. Visiting museum in a class time.
  - 11 Japanese traditional arts: A  
Experience at traditional art workshop. Making artwork with traditional art technique. To study traditional technique and senses. Research and understanding of traditional arts in Japan. Write a report. Then, presentation.
  - 12 Japanese traditional arts: B  
Experience at traditional art workshop. Making artwork with traditional art technique. To study traditional technique and senses. Research and understanding of traditional arts in Japan. Write a report. Then, presentation.
  - 13 Hand Lettering, poster designs and typography inspiration. Illustrations, Manga, Character Design, and Animation, and The Otaku.  
Flier/poster design for student show. Studio work.
  - 14 Fashion in Japan  
Research on Japanese fashion designer or a Japanese fashion style genre. Writing a report or design your own original wearable item out of cardboard/recycled materials.
- Other Presentation of students' art works and Wrap-up.  
Students' Arts & Crafts Exhibition. Critique. Discussion.

**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

その他 Other : art projects, presentations

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)

Guest Associate Professor MAGNIER-WATANABE, REMY  
特別招聘准教授 マニエ ワタナベ, レミー

**Course Description:**

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.

**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

**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:

“Who Says Shopping for Groceries Can’t Be Fun”, available online

3 Crafting a Business Plan and Building a Solid Strategic Plan

Readings:

“A Circus Strategy”, available online

4 Forms of Business Ownership and Buying an Existing Business

Readings:

“The Presentation”, available online

“Buying Dad’s Business”, available online

“Seller’s Remorse”, available online

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”, available online

“Staying in Bounds”, available online

8 Building a Powerful Bootstrap Marketing Plan

9 Pricing and Credit Strategies

Readings:

“Pricing Exercises”, available online

“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

14 Business Plan Presentations

Other 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.

**Questions/Comments:**

If you have any questions, please contact me.

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

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## JAPANESE PRODUCTION MANAGEMENT SYSTEMS

2 credits (Spring)

日本の生産管理システム 2単位(春学期)

Lecturer KHOJASTEH, YACOB  
講師 ホジャステ, ヤコブ

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### **Course Description:**

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

### **Textbooks:**

Lecture handouts will be provided as the course proceeds.

### **Reference Books:**

- Monden, Y. (2012) *Toyota production system: an integrated approach to just-in-time*, 4rd edition, Engineering & Management Press
- Khojasteh, Y. (2016) *Production Control Systems, A Guide to Enhance Performance of Pull Systems*, Springer
- Khojasteh, Y. (2017) *Production Management: Advanced Models, Tools, and Applications for Pull Systems*, CRC Press

### **Course Plan:**

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

Other Review and exam

### **Method of Evaluation:**

Attendance	10%
Assignments	60%
Final Exam	30%

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COMPETING IN EMERGING ASIA 2 credits (Spring)  
アジア新興国で競争する戦略 2 単位 (春学期)

Lecturer ROY, ASHOK  
講師 ロイ, アシヨック

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**Course Description:**

**PURPOSE**

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GOAL: Factors to consider when building a business in a Developing Country. Five or Six students will work on a PROJECT

As part of background we will examine:

- Rapid changes to come to Japan over next five to ten years.
- Emerging Market - What is it? Opportunities & Threats
- Competition, Market Entry and Adapting Products to new markets
- Impact of Artificial Intelligence
- Impact of Trade and Geopolitical Events
- Internet of Things - How will world adapt to it?
- Cross-cultural Negotiation
- Financial Analysis

**Textbooks:**

No text book, but lot of articles.

**Reference Books:**

A few

**Course Plan:**

- 1 CHEAP YEN - WHAT DOES IT MEAN??
  - Samurai export machine - adapting to new environment
  - Macro-economic implications on business & people
- 2 JAPAN - RAPIDLY TRANSFORMING
  - Drivers of change
  - Potential consequences: Opportunities & Pitfalls
- 3 EMERGING MARKET DEMAND - SOURCE & SIZE
  - Demographic trends in various key markets
  - Resources and assets of different countries
- 4 HYDROCARBON TO ALTERNATIVE ENERGY
  - Examine Price of Oil / Solar Panels / Electric Batteries
  - Examine impact on Japan, China, India and the US
- 5 ENTERING A NEW MARKET
  - Map products and services to demand
  - Focus on "high probability of success" businesses
- 6 IMPACT OF AI & INTERNET OF THINGS
  - From AI to Devices - end of the era of App?
  - Information-aware to Always-connected consumer
  - Managing consumer perception
  - On the path of evolution, examine US, China, India and Saudi Arabia
- 7 GUEST LECTURER  
CEO of one or two companies. May do it as part of a bigger event
- 8 GEO-POLITICS
  - Trump Factor - Trade policies, Immigration, War on ISIS, Russia
  - China: The Xi Country and its consumers
  - Policy changes : can create opportunities and challenges
- 9 WHERE ARE OPPORTUNITIES FOR JAPAN
  - New Technologies
  - Tourism
  - Impact of Olympics
- 10 VALUING ECONOMIC PERFORMANCE OF A BUSINESS
  - Valuation Methods
  - Understanding Financial Model
- 11 NEGOTIATIONS - WITH FOREIGNERS
  - Reading people and culture
  - Emotional competence and closing deals
- 12 ACQUISITIONS - ANOTHER WAY TO ENTER MARKET
  - What to look for and what are typical mistakes made
  - Examples of successes and failures
- 13 GROUP PRESENTATIONS (1,2,3,4)
- 14 GROUP PRESENTATIONS (5,6,7,8)

Other n/a

**Lecturer's Comments to Students:**

ENGLISH is the language of instruction

質問は日本語でOK

**Method of Evaluation:**

Class participation 20%

In-class quiz 30%

Group-Project and presentation 50%

NO final examination

**Questions/Comments:**

n/a

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## JAPANESE COMPANY INTRODUCTION AND FACTORY VISITS 2 credits (Spring)

### 日本企業の紹介と工場見学 2 単位 (春学期)

Real live introductory field study to Japanese Industry

Lecturer DRUMMOND, DAMON

講師 ドラモンド, ダイモン

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#### **Course Description:**

This is a newly offered course specifically aimed at short term international exchange students to introduce to them the Japanese industrial and corporate system in a hands on manner.

This will be facilitated by actually visiting various organizations to gain a real life insight into how they function with classes introducing background Japanese industry and corporate knowledge.

The objectives of this course are to:

- 1 Enable students to understand how major Japanese contemporary industries operate and key functions or contributions to the Japanese economy.
- 2 Develop the students knowledge and awareness of the real nature of the Japanese industrial system by its history, theory and live real observation.

#### **Textbooks:**

Sato, K., Hoshino, Y., (Eds) 2011, The anatomy of Japanese business, Routledge

#### **Reference Books:**

Aoki, M., Dore, R., (Eds) 2008, The Japanese firm : the sources of competitive strength, Oxford University Press

Abbeglen, J.C., 2006, 21st-century Japanese management: new systems, lasting values, Pelgrave

Various other papers to be distributed in class and from field visits.

Other readings will be provided in class.

#### **Course Plan:**

- 1 Introduction to the course process and assignments  
Overview of the Japanese economy
- 2 The Japanese Corporate Inc  
Briefing on Primary industry and Steel production
- 3 Company Visit - 1 Steel production
- 4 Company Visit - 2
- 5 Debrief of Steel Industry  
Class Presentations
- 6 Briefing on Secondary Industry and Car manufacture
- 7 Company Visit - 3 Car manufacturing
- 8 Company Visit - 4
- 9 Debrief Car manufacturing  
Class Presentations
- 10 Briefing on Tertiary Industry and Financial Services
- 11 Company Visit - 5 Financial Service
- 12 Company Visit - 6
- 13 Debrief Financial Services  
Class Presentations  
Briefing for Beverages Industry
- 14 Company Visit - 7 Beverages

Other E&OE

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

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

TAKE NOTICE From the second week class field visits will begin. There will a rendezvous point off campus. To enable each field visit a light microbus will be likely used. The cost of this will be around 1,500 yen per member for each visit which will be a direct cost. Payment by each member at first class of 6,000 yen will be required to cover expected costs. Receipts will be issued and any balance of funds to be settled at the course proceeds.

Company visits will mostly be at a distance from campus and take time to commute to each location. On most occasion the meeting point will be away from campus. Each member must take their own responsibility to

adhere to time schedules and be attentive to assembly times. All visits are compulsory.

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 a 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: [http://aom.pace.edu/amjnew/style\\_guide.html](http://aom.pace.edu/amjnew/style_guide.html) or close to Harvard style.

Teaching Methodology:

There is limited time for the standard lecturing approach. Rather class time will be devoted to action interactive learning discussing materials provided.

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

The course will focus primarily upon the application of knowledge acquired in the various industry specialty topics plus an expansion of this knowledge.

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

- 1) Readings to give a broad knowledge to contemporary Japanese industry issues.
- 2) Field visits to live leading organizations.
- 3) Analysis of what companies are doing and their future next steps. And,
- 4) Discussion and action learning about the above.

This course is a unique opportunity to experience and learn live about the Japanese industrial system. Be enthusiastic, alert, engaged and you will learn and experience something about Japan.

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

After each visit members will required to produce bi-weekly summary reports concerning observations and learning which will make up 60% of the total marks (About four).

At the end of the course, a team report and presentation indicating major observations about Japanese corporations and what are there special characteristics supported by what was experienced from the visits or classes will be required. 40% of the total mark.

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

Any queries or comments may be addressed to the lecturer Damon Drummond by email [damondrummond@mac.com](mailto:damondrummond@mac.com) or by other means.

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)

Associate Professor, Graduate School of Media Design

SUGIURA, KAZUNORI

メディアデザイン研究科准教授 杉浦 一徳

**Course Description:**

"Anime", "Game", "Comic", and "Cosplay" are some of the aggressive and innovative forms of pop culture found in Japan. These so called "Otaku" cultures are now focused throughout the globe and giving Japan an important role to enhance innovative creativity. It also delivers a new sense of atmosphere in terms of "Kawaii", and "Moe". These delivered contents and subcultures distributed from Japan have created transnational cultural boom referred to as "Japan Cool" or "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.

In this course, you will learn and realize how the technique and history of "Otaku Culture" and contents have advanced 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.

**Textbooks:**

Text books and materials will be announced during the lectures.

参考文献等は、講義中に紹介する。

**Reference Books:**

Text books and materials will be announced during the lectures.

参考文献等は、講義中に紹介する。

**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 to "Otaku Culture". The first day of "OTAKU CULTURE WORKSHOP" will start out with introduction of "Akihabara": 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.

- \* Whom have interests in "Otaku Culture"
- \* Whom involved in "Otaku" Activities

## 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".

## 14 "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

Other 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.

### 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. We will see how the origins of Japanese pop culture have re-innovated and developed outside of Japan and now re-influencing the Japanese pop culture. With all the classes we discussed, we will summarize this course to recognize the collaborative possibilities based on Otaku pop cultural activities

### Method of Evaluation:

Evaluation Scheme will be as follows:

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

### 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

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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, International Center

OKUGAWA, IKUKO

国際センター特任講師 奥川 育子

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**Course Description:**

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.

**Textbooks:**

Textbooks and materials will be provided in class.

**Reference Books:**

A list of references will be provided in class.

**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 Pragmatics
- 11 Pragmatics
- 12 Research Presentations
- 13 Research Presentations
- 14 Quiz, Final review

Other Final report

**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 25. 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.

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

**Method of Evaluation:**

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

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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

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**Course Description:**

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.

**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

**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
  - 14 Final exam
- Other Independent study

**Lecturer's Comments to Students:**

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

**Method of Evaluation:**

1. Final Written Exam (40%)
2. Presentation(s) (30%)
3. Attendance, Participation (30%)

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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)

「伝統演劇と美術に見える日本文化のルーツ」

The Roots of Japanese Culture as Seen in Theater and Art

Lecturer OSHIMA, AKIRA MARK

講師 大島 明・マーク

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**Course Description:**

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.

**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.

**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 **Ancient Roots continued**

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," "Izutsu" 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 **Synthesis in Muromachi Culture (continued)**

7 **Synthesis in Muromachi Culture (continued) first 2-page paper due**

8 **Synthesis in Muromachi Culture (continued)**

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.

This class will introduce the history and culture of the Edo period

10 **Unit 6: Kabuki (Classes 10 - 12)**

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 **Kabuki (continued)**

12 **Kabuki (continued)**

13 **Unit 7: Bunraku puppet theater (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.

14 **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.

Other none

**Method of Evaluation:**

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

## HISTORICAL MEMORY IN EAST AND SOUTHEAST ASIA

2 credits (Spring)

東アジア・東南アジアにおける記憶と歴史 2単位(春学期)

Lecturer BREHM, WILLIAM C.  
講師 プレーム, ウィリアム C.

### Course Description:

This course is a comparative survey of historical memory in East and Southeast Asia. By exploring the ways in which states and ordinary citizens understand their own representations of history as well as their representations of other nations' histories, students will develop understandings of the ways in which historical consciousness both shapes, and is shaped by, political relationships across nation-states.

### Textbooks:

Reading assignments will be available online

### Reference Books:

Reading assignments will be available online

### Course Plan:

1 Introduction - What is historical memory?

Reading 1: von Leyden, W. (1984). Categories of historical understanding. *History and Theory*, 23(1), 53-77.

Reading 2: Anderson, B. *Imagined Communities*, Chapter 10.

Reading 3: Denton, K.A. (2005). Museums, memorial sites and exhibitatory culture in the People's Republic of China. *The China Quarterly*, 565-586.

Movie: <https://www.youtube.com/watch?v=o0d4I-HgRYo>

2 Introduction Continued

3 Historical memory in textbooks & the power of forgetting

Part 1: Textbooks

Reading 1: Bukh, A. (2006). History Textbooks and Historical Memory Construction. *The Waseda Journal of political science and economics*, 363, 8-24.

Reading 2: Ngo, F.J. (2014). "Revision for rights? Nation-building through post-war Cambodian social studies textbooks, 1979-2009." In J.H. Williams (Ed.) (Re)Constructing memory: School textbooks and the imagination of the nation (pp. 153-170). Sense.

Recommended reading 1: Bukh, A. (2007). Japan's history textbooks debate: National identity in narratives of victimhood and victimization. *Asian Survey*, 47(5), 683-704.

Recommended reading 2: Dolive, C. (2014). "Publicizing nationalism: Legitimizing the Turkmen state through Niyazov's Rukhnama." In J.H. Williams (Ed.) (Re)Constructing memory: School textbooks and the imagination of the nation (pp. 79-102). Sense.

Recommended 3: Lincicome, M. (2014). In the shadow of the Asia-Pacific War: Rewriting the history of education and childhood in Modern Japan. *Journal of the History of Childhood and Youth*, 7(3), 485-569.

4 Part 2: The Power of Forgetting

Reading 1: Anderson, B. *Imagined Communities*, Chapter 11.

Reading 2: Araujo, M.PN. and dos Santos, M.S. (2009). History, memory and forgetting: Political implications. *RCCS Annual Review*, 1.

Recommended reading 1: Curaming, R.A. and Aljunief, S.M.K (2012). Social memory and state-civil society relations in the

Philippines: Forgetting and remembering the Jabidah 'Massacre.' *Time & Society*, 21(1), 89-103.

5 Diplomacy and nationalism through World Heritage and the debate over Comfort Women

Part 1: World Heritage

Reading 1: Winter, T. (2016). Heritage diplomacy along the One Belt One Road. *The Newsletter*, 74, 8-10.

Reading 2: Brumann, C. (2014). Shifting tides of world-making in the UNESCO World Heritage Convention: Cosmopolitanisms colliding. *Ethnic and Racial Studies*, 37(12), 2176-2192.

Recommended reading 1: Meskell, L. and Brumann, C. (2015). "Unesco and New World Orders." In L. Meskell (Ed.) *Global Heritage: A Reader* (pp. 22-42). John Wiley & Sons, Inc.

6 Part 2: Comfort Women

Reading: Varga, A. (2009). National bodies: the 'comfort women' discourse and its controversies in South Korea. *Studies in Ethnicity and Nationalism*, 9(2), 287-303.

Film in Class: "Comfort Women Wanted"

7 Nanjing Massacre and Dokdo/Takeshima

Part 1: Nanjing Massacre

Reading 1: Yoshida, T. (2000). "A Battle Over History: The Nanjing Massacre in Japan." In J.A. Fogel (Ed.). *The Nanjing Massacre in history and historiography* (pp. 70-132). University of California Press.

Recommended Reading 1: Akira, F. (2007). The Nanking Atrocity: An interpretive Overview. *The Asia-Pacific Journal*, 5(10).

Part 2: Dokdo/Takeshima

Reading 1: Bukh, A. (2016). Korean national identity, civic activism and the Dokdo/Takeshima territorial dispute. *Journal of Asian Security and International Affairs*, 3(2), 1-17.

Reading 2: Bukh, A. (2015). Shimane Prefecture, Tokyo and the territorial dispute over Dokdo/Takeshima: regional and national identities in Japan. *The Pacific Review*, 28(1), 47-70.

8 World War II

CLASS TRIP TO YUSHUKAN WAR MEMORIAL MUSEUM - DETAILS TBD

Part 1: The untold history of America

Film in Class: "Chapter 3: The Bomb"

9 Part 2: Yushukan war memorial museum

Reading 1: Kuo, L. (2014). "The Story of World War II according to Japan's controversial War Museum." *Quartz*.

Reading 2: Yoshida, T. (2007). Revising the past, complicating the future: The Yushukan War Museum in modern Japanese History. *The Asia-Pacific Journal*, 5(12).

10 Southeast Asia

Part 1: An authentic Thainess?

Reading 1: Winichakul, T. (1994). *Siam Mapped: A history of the Geobody of a nation*, Introduction.

11 Part 2: Remembering Angkor

Reading 1: Winter, T. (2007). Post-conflict Heritage, Postcolonial tourism: Culture, politics and development at Angkor, Chapter 1.

Reading 2: Winter, T. (2003) Tomb raiding Angkor: A clash of cultures. Indonesia and the Malay World, 31(89), 58-68.

12 The Future of Historical Memory?

Reading 1: Halbwachs, M. (1952), On Collective Memory, Preface.

Reading 2: Papazoglou, A. (2016). "The post-truth era of Trump is just what Nietzsche predicted." The Conversation.

Recommended Reading 1: Barash, J.A. (2016). Collective memory and historical time. Práticas da História, 1(2), 11-37.

13 Class Presentations: "Critiquing my historical memory"

No Reading.

14 Class Presentations: "Critiquing my historical memory"

No Reading.

Other None

**Lecturer's Comments to Students:**

The primary format for this course is a participatory seminar. Members of the seminar will be asked to read weekly materials and come to class prepared to discuss them. Class discussion, readings, presentations, simulations, and written assignments will be used. I encourage students to draw on their personal experiences and opinions in discussions and class assignments. Every student brings a wealth of personal experience and practical expertise that will enhance the learning process and make our time together more meaningful. By sharing reflections on our personal, professional, and academic experiences and opinions, we will be able to develop critical understandings of historical memory in this course.

**Method of Evaluation:**

Participation (30%) - Come to class prepared to discuss the assigned readings, ask questions about the readings, and engage your peers in informed discussion about the assigned readings/topic. Active participation in class discussions that reflect an understanding and synthesis of assigned readings is the goal. Come prepared with notes and questions from the readings.

Student-led Presentation and Discussion (20%) - Depending on the number of students in the class, individuals or groups of students will be responsible for preparing a presentation on a selected reading for each part of class. When it is your turn to present, you should prepare brief handouts for fellow students and set the stage for class discussion. Further details about the presentation will be discussed in class.

Writing Assignment and Presentation (50%) - "Critiquing my historical memory": Write a 5 to 7-page essay critiquing a historical memory or narrative you experienced growing up in your local, regional, or national community. Your objective is not only to detail the narrative of your case study but also to critique it using methods/questions learned in class. Each student will give a 5-minute presentation on her/his essay. The written assignment is due and the classroom presentations will take place during Class 8.

**Questions/Comments:**

Contact: willbrehm@aoni.waseda.jp

Office hours: by appointment only

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JAPAN'S POSTWAR RESURGENCE 2 credits (Spring)

戦後日本の再生 2単位(春学期)

The U.S. Occupation and its Legacy

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

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**Course Description:**

This course will examine the foundations of today's Japan that were established during the U.S. occupation, with its early left-leaning idealism and subsequent shift to conservatism. The class will examine what life was like for Japanese in the early post-war years, the nature of the U.S. occupation, the relationship between Gen. Douglas MacArthur and Emperor Hirohito, the creation of Japan's constitution and other issues that still affect Japan today. We will use as a textbook the Pulitzer Prize-winning book, "Embracing Defeat: Japan in the Wake of World War II," which is a solid work of scholarship that is also highly readable and even entertaining in the drama of its story.

**Textbooks:**

John W. Dower, "Embracing Defeat: Japan in the Wake of World War II." New York: W. W. Norton & Company Inc. 1999.

**Reference Books:**

John W. Dower, "War without Mercy: Race and Power in the Pacific War." New York: Pantheon Books, 1993.

**Course Plan:**

- 1 Overview of course.
- 2 Japanese life immediately after surrender. Economic misery. Displaced persons. Treatment of veterans. Reading: textbook chapter 1, "Shattered Lives."
- 3 Democratization and the American imposition of reforms as "revolution from above." Demilitarization. Reading: textbook chapter 2, "Gifts from Heaven."
- 4 Suffering in the immediate post-war period. Hunger and psychological pain. The difficulties of life reflected in children's games. Inflation. Reading: textbook chapter 3, "Kyodatsu: Exhaustion and Despair."
- 5 The occupiers: Gen. Douglas MacArthur and the new American rulers. Competing analyses of Japan and the Japanese among the Americans. Reading: textbook chapter 6, "Neocolonial Revolution." (We will cover all chapters in the textbook but some of them will be out of order.)
- 6 The Japanese response to American initiatives. Japanese leftist activism and the American shift to conservative policies. Attitudes toward MacArthur. Remorseful intellectuals. Impact of the Cold War. Reading: textbook chapters 7 and 8, "Embracing Revolution" and "Making Revolution."
- 7 The role of Emperor Hirohito in the early post-war period and MacArthur's use of him to achieve American goals. Reading: textbook chapter 9, "Imperial Democracy: Driving the Wedge."
- 8 The remaking of Emperor Hirohito's image. Reading: textbook chapters 10 and 11, "Imperial Democracy: Descending Partway from Heaven" and "Imperial Democracy: Evading Responsibility."
- 9 The creation of Japan's new constitution. Diverging attitudes of the Japanese public and the country's political elite. American drafting of the constitution. Reading: textbook chapter 12, "Constitutional Democracy: GHQ Writes a New National Charter."
- 10 The new constitution's adoption by the Japanese parliament. Reading: textbook chapter 13, "Constitutional Democracy: Japanizing the American Draft."
- 11 The Tokyo war-crimes trial. Japanese efforts to come to terms with the war. Reading: textbook chapters 15 and 16, "Victor's Justice, Loser's Justice" and "What Do You Tell the Dead When You Lose?"
- 12 Social problems early in the U.S. occupation. Black markets, prostitution and "kasutori" culture. Reading: textbook chapter 4, "Cultures of Defeat."
- 13 Media, literature and language as Japan adjusts to post-war change. Reading: chapter 5, "Bridges of Language."

14 The limits of American-dominated democracy. Impermissible discourse. Curbing the political left. Reading: chapter 14, "Censored Democracy: Policing the New Taboos."

Other Economic recovery, the foundations of a prosperous Japan and the end of occupation. Planning a cutting-edge economy. Reading: Ch. 17 and Epilogue, "Engineering Growth" and "Legacies/Fantasies/Dreams."

**Lecturer's Comments to Students:**

Today's Japan cannot be understood without some knowledge of the interplay between U.S. occupation forces, the Japanese government, and the Japanese people in the early post-war years. The history of this period makes an extraordinary story. Students will be encouraged to speak out in class and express their opinions about these exceptional events.

**Method of Evaluation:**

Two essays: 35% each

Attendance and participation: 30%

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

最高裁判所—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

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**Course Description:**

This course will focus on the Supreme Court of Japan.

The first lessons will present the origin of the Supreme Court and the provisions on its structure and its functions.

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

Depending on the participants' interest and on the circumstances, one lesson might involve a field trip to the Supreme Court of Japan.

**Textbooks:**

There is no mandatory textbook.

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.

**Course Plan:**

- 1 Introduction to the course  
Judicial review in Japan
- 2 Introduction to the course  
Judicial review in Japan
- 3 Provisions on the courts and on the Supreme Court
- 4 Provisions on the courts and on the Supreme Court
- 5 The judges of the Supreme Court
- 6 The judges of the Supreme Court
- 7 Administrative functions and judicial independence
- 8 Administrative functions and judicial independence
- 9 The role of precedents at the Supreme Court
- 10 The role of precedents at the Supreme Court
- 11 Case law or field trip
- 12 Case law or field trip
- 13 Case law or field trip
- 14 Case law or field trip

Other Makeup class

**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 constitutional law and of modern Japanese history (please refer to the reference books).

**Method of Evaluation:**

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

Details about the evaluation standards will be explained in lesson 1.

**Questions/Comments:**

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

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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.

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**Course Description:**

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.

**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)

**Course Plan:**

- 1 Introduction & Ways of Thinking about Religion and Culture
  - 2 A Brief History of Japanese Buddhism
  - 3 Buddhist Social Analysis & The Present Crisis in Japanese Society
  - 4 The Present Crisis in Japanese Society: 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 & the Potential of Buddhist Chaplaincy
  - 7 Human Relationships II: The Suicide Prevention Priests of Japan
  - 8 Development I: Economic Development & Community Building
  - 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
  - 14 Review of course themes & Preparation for final report
- Other Conclusion and Reflection

**Lecturer's Comments to Students:**

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

**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

**Questions/Comments:**

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

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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)

Project Assistant Professor, International Center  
TOKUNAGA, TOMOKO  
国際センター特任講師 徳永 智子

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**Course Description:**

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 various minorities in Japan including students from working class backgrounds, *Buraku* students, ethnic Koreans, returnees, *hafu*, immigrants, girls in JK business, and LGBTQ students. 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, guest lectures, field trips, exhibits, and group projects, the course examines the possibilities and limitations of Japanese education policies and practices that impact the lives of minority 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.

**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. Tsuneyoshi, R. K., Okano, K. H., & Boocock, S. S. (2011). *Minorities and education in multicultural Japan: an interactive perspective*. Abingdon, Oxon; New York: Routledge
5. Tsuneyoshi, R. (2017). *Globalization and Japanese "exceptionalism" in education: insiders' views into a changing system*. Abingdon, Oxon; New York: Routledge
6. Willis, D. B., & Rapple, J. (2011). *Reimagining Japanese education: borders, transfers, circulations, and the comparative*. Oxford: Symposium Books

**Course Plan:**

- 1 Introduction
  - 2 Dimensions of difference, majority and minority, privilege, intersectionality
  - 3 Overview of Japanese education
  - 4 Educational inclusion and exclusion of minority students
  - 5 Sharing educational autobiography
  - 6 Fieldtrip
  - 7 *Buraku* students and human rights education
  - 8 *Zainichi* Koreans and ethnic education
  - 9 Returnees, *hafu*, and international education
  - 10 Immigrants, public schools, and community support
  - 11 Gender and education, girls in JK business
  - 12 LGBTQ students and schooling
  - 13 In-class exhibition
  - 14 Wrap up: Where to go from here?
- Other Reflection and conclusion

**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.

**Method of Evaluation:**

1. Attendance and participation in class: 20%
2. Educational autobiography and presentation: 20%
3. Learning analysis: 30%
4. Group project presentation and reflection: 20%
5. Final product for exhibition and reflection: 10%

**Course Title :**

Survival Japanese: Introduction to the Japanese language

**Course Description :**

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

**Textbooks :**

『一人で学べるひらがな・かたかな (Self-Study Kana Workbook Learning through Listening and Writing)』(スリーエーネットワーク)

\*English, Chinese, Thai, Vietnamese, and Indonesian versions are available.

『NIHONGO FUN & EASY – Survival Japanese Conversation for Beginners』(アスク出版)

**Reference Books :****Course Plan :**

- 1 Introduction, L1 Introducing yourself
  - 2 L2 Asking for directions
  - 3 L3 Shopping
  - 4 L4 Convenience stores and restaurants
  - 5 L5 Asking permission
  - 6 L6 Making requests
  - 7 L7 Transportation
  - 8 L8 Talking about plans and activities
  - 9 L9 Talking about impressions
  - 10 L10 Eating
  - 11 L11 It's nice weather today, isn't it?
  - 12 L12 Would you like to have a cup of tea?
  - 13 Review, Speech
  - 14 Final Exam
- Other** Final Review

**Lecturer's Comments to Students :**

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

**Method of Evaluation :**

Attendance; Participation; Assignments; Quizzes; Speech; Final Examination.

**Course Title :**

Business Japanese: Introduction to Japanese for business and work

**Course Description :**

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

**Textbooks :**

『にほんごで働く！ビジネス日本語30時間』（スリーエーネットワーク）

**Reference Books :****Course Plan :**

1 Introduction, L1 Introducing yourself and others

2 L2 Greetings

3 L2 Greetings

4 L3 Making and receiving a call

5 L3 Making and receiving a call

6 L4 Advising

7 L5 Making and declining a request

8 L5 Making and declining a request

9 L6 Getting permission

10 L7 Making an appointment

11 L8 Making a visit

12 Practice: Giving a speech

13 Review, Speech

14 Final Exam

**Other** Final Review

**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.

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

**Method of Evaluation :**

Attendance; Participation; Assignments; Quizzes; Speech; Final Examination.